University of Alberta

Career and Life Planning Education: Investigating the Meanings

by

Akiko Ueno

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Doctor of Philosophy

Department of Secondary Education

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Akiko Ueno

10723-76 Avenue
Edmonton, AB
T6E 1L8

February 6, 2002

University of Alberta

Faculty of Graduate Studies and Research

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **Career and Life Planning Education: Investigating the Meanings** submitted by Akiko Ueno in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Dr. M. Doherty-Poirier, Supervisor

Dr. T. Carson

Dr. O. Bilash

Dr. G. Buck

Dr. B. Munro

Dr. L. Peterat, External Examiner

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Abstract

Many youth are uncertain about their future careers and life directions. To assist those youth, career and life planning related education exists in many countries. For example, in Japan we have Life Planning (LP) as a part of the home economics curriculum in senior high schools. However, LP as it exists in Japan is problematic for two reasons. One is that life planning is a small component of home economics education. The limited time does not allow students to fully understand personal interests, values, and attitudes; to look for choices; and to acknowledge challenges in their future. The other reason is that showing linear life plan examples in textbooks does not seem to help students explore their future and make personal plans.

I saw a limitation in studying only the field of Japanese home economics education. I found that in Alberta, through courses such as Career and Life Management (CALM), students are given extensive opportunities to plan their future goals. However, it seems that "a significant number of students are unable to identify a career they wish to follow" (Powlette, 1994, p. 89), and the meaningfulness of this education is under review (Alberta Learning, 1999). Further, the pilot study I conducted indicated, in general, students' low class attendance and less serious attitudes toward CALM.

Therefore, the purpose of this study was to investigate the high students' meanings of career and life planning education. I interpreted teachers' and students' experiences of CALM, how CALM facilitates and/or hinders students in developing a career and life planning perspective, and how it is possible to

enhance career and life planning in a school curriculum. I conversed with students learning in CALM and teachers teaching CALM, and also looked into resources and activities utilized in class. From the hermeneutic conversations I had with the teachers and students, I investigated what Alberta teachers could consider to improve their practice and what Japanese educators could learn from CALM in Alberta. I believe that this study can create a space to make the current education more meaningful for secondary schools in both countries.

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CHAPTER I

MAKING A SHOPPING LIST

I came into this study with a question, "What can I do to make the existing life planning education in Japan more meaningful?" This interest originates from my experiences as a high school home economics teacher in Japan. I found that this study was like making a stew. As a home economics teacher, I remember saying to my students in Foods classes that it takes a long time to make a really good stew. The stew needs to simmer considerably to blend the flavors of the ingredients and seasonings. When I began this study, I recognized that conducting research is creating something that takes a long time to prepare and requires different components. It reminded me of preparing a stew. As a stew includes various ingredients and seasonings, so research is comprised of various components including knowledge, understanding, and questions. As a stew needs thoughtful and careful attention, so does research.

Using the preparation of stew as a metaphor guided me throughout each stage of the study as indicated by the chapter headings. I also hope that the use of preparing stew as a metaphor leads readers to further understand my work as Ricoeur (1981) stated that "the understanding of metaphor can serve as a guide to the understanding of longer texts" (p. 171). Reciprocally, the understanding of the whole study leads readers back to the understanding of the metaphor as "the understanding of a work taken as a whole gives the key to metaphor" (Ricoeur, 1981, p. 171). Ricoeur (1981) further stated:

> Our hypothesis thus invites us to proceed from metaphor to text at the level of 'sense' and the explanation of 'sense', then from text to metaphor at the level of the reference of a work to a world and to a self, that is, at the level of interpretation proper. (p. 171)

In order to learn the lexical meaning, I looked in the Longman Group *Dictionary of Contemporary English* (1989). In it *stew* was defined as follows:

> Stew n.
> 1. a dish consisting usually of meat and vegetables cooked together in liquid.
> 2a. a confused anxious state of mind.
> 2b. a difficult situation; mess.

I recognize that the meaning I am attempting to create for this study through the use of the metaphor of preparing a stew is only contextual. That is, according to Ricoeur (1981):

> So even if metaphorical meaning is something more and other than the actualisation of one of the possible meanings of a polysemic word (and all of the words in natural languages are polysemic), nevertheless this metaphorical use must be solely contextual, that is, a meaning which emerges as the unique and fleeting result of a certain contextual action. (p. 169)

The metaphorical meaning I am creating is in the context of my study. Yet, because "the function of metaphor is to transpose the meanings of ordinary language by way of unusual uses," the use of the preparing a stew metaphor also contributes to the interpretation of my work. My study is a stew; I am in the stew; I am also trying to complete the preparation of the stew, although I may never be able to do so. I will continue to work with the stew until it is ready to serve. First of all, I considered what I was going to put into the stew.

Narratives of Finding Problems

Many youth are uncertain about their future careers and life directions, and some actively resist being channeled into certain careers and lifestyles. Some have little idea how to explore their futures. To assist youth, career and life planning related education exists in many countries. However, there are concerns about the quality of such education in both Japan and Alberta.

In Japan life planning education is a part of the home economics curriculum at the senior high school level, but students are given limited guidance to plan their lives. Life planning (LP) as it exists in Japan is problematic for two reasons. I will discuss these problems through personal stories. As Ellis (1998b) said, "The personal story provides access to the writer's perspective and the meanings that words and events hold for him or her" (p. 32). My stories are included to help readers become familiar with the origins of this study.

One reason that LP is problematic in Japan is that it is a small part of home economics education compared with other areas such as foods and nutrition. Thus, "in the present home economics curriculum, not enough time is spent for life planning education and the educational contents and methods need to be revised" (Hotta, 1991, p. 64). The current LP does not seem to be enough to help students to explore their futures. There are no other courses in the high school curriculum which allow students to explore their futures. While I was teaching, I met only a few students who knew what their future goals were. For example, I used to coach a tennis club after school. I sometimes joined students and we practiced together. While two players were practicing, others waited in

line behind the players. One day I was in line with the students and a student said, "Ms. Ueno, I want to go on to university because my parents told me to, and my friends are planning to go. But actually, I'm not sure what I want to study. What do you think I can study?" I said, "Well, what are you good at? What do you like to do? What makes you happy?" "Hmm," she wondered. "Well, I'm good at math, but I do not want to continue to study it at university. . . . Oh, it's my turn!" Our conversation was interrupted. Students often chatted with me after class, and they sometimes revealed their concerns about their future and asked me for advice. One student knew which university she wanted to attend, but wondered what she could study at university. Still another student knew what she wanted to study at university, but she wondered what possible career she could pursue. Another student wanted to have a job helping people, but wondered whether she should become a doctor, a nurse, a counselor, a teacher, or a social worker. I tried to help these students as much as I could. I told my stories about how I had decided, from whom I had asked advice, what I had learned from other people's advice, and where to get information. In the present home economics curriculum we deal with general issues about work outside and inside the home and life stages. But the allocated time does not allow students to fully understand personal interests, values, aptitudes, and abilities; to look for choices; or to acknowledge challenges in their future that will facilitate their decision making.

The second reason that life planning education in Japan is problematic at the senior high school level relates to the teaching and learning strategies that are employed. That is, lecturing in class and showing linear life plan examples in

textbooks does not seem to help students explore their future and make personal plans, and I felt uncomfortable teaching LP. Looking at a picture in the prescribed textbook, I thought, "If I show this picture, it would be like telling students that this is the way they are supposed to go. I can't just lead all of the students to the same outcome." The picture illustrated a linear life cycle example using the statistically calculated average ages for main life events, and it also depicted only males. All of the home economics textbooks that I read had pictures of similar life cycle examples. I thought, "Hmm, no one's life can be like this. But they are textbooks that we are supposed to use." I did not want to show the picture to my students; I did not want to create a situation in which I would instill in them, through my position of authority, such a linear life plan. I believed that each person's life has different events—not only happy events, but also sad and challenging events. Also, each student's life development may not follow such a linear progression. I wanted students to question themselves and struggle to find their own personal ways. I wanted to help them in a cognitive way to recognize the complexity of life and their responsibility of life planning.

Looking at the objectives of Japanese home economics education, I thought that I might not agree with all of the curriculum documents. However, the Japan Association of Home Economics Education (1998) stated that the goal of home economics education has shifted from making things to developing human beings (pp. 114-115). If each human being develops uniquely and home economics education facilitates unique development, it is assumed that the traditional lecture style of teaching home economics with fixed images from

textbooks contradicts the home economics objective. In other words, on one hand, developing human beings is articulated as the goal of home economics education. On the other hand, home economics teaching and learning strategies, in addition to the textbooks, give students one type of image, that of "oneness and unity [the Same]" (Scheurich, 1996, p. 54). However, it is known that students all have different personalities and that no human beings are the same, even when living in the same society, race, culture, or family. Each person lives in a different context, and home economics educators ought to recognize and advocate individual differences in home economics education in order to meet the goal of home economics education, which, as noted previously, is to develop human beings.

My struggle began. I tried to spend more time on this component of LP, and I also tried other ways of teaching LP to address the diversity of the students. I wanted to move away from the traditional lecture style of teaching and resolve the contradiction. One of the teaching strategies I used was debate-like discussion and interaction with students from other schools. Instead of lecturing about the social issues related to family and career, I tried to orient the students to facilitate their recognition of the complexity of issues and a multiplicity of choices.

I learned the cycle of teaching philosophy—"plan, do, see"—in an undergraduate home economics education course in Japan. I used it to improve my teaching practice and continued to use this philosophy throughout the project I conducted in Japan. The instructor of the course repeatedly chanted this

teaching philosophy in class. I remember that she used the English words to convey the philosophy. "Plan, do, see" means making a plan to solve a problem, implementing the plan, and reflecting on the activities in class. This philosophical process is useful to develop lesson plans, unit plans, and year plans, and the cycle should be repeated.

In one of the textbooks that we used in the course, the author stated that "guidance of learning is a cycle of plan, implementation and evaluation, and it is a process that continuously requires revision" (Matsushima, 1988, p. 139). Another researcher also stated that "teaching is managed in a cycle: a class is implemented based on a plan, and evaluated data acquired from the result of the implementation is used for the next class" (Yamashita, 1988, p. 83). I used this philosophy continually to improve my teaching practice. For example, in the following section I describe how I used the "plan, do, see" philosophy in the three cycles.

The First Cycle

Plan: In the first cycle I had the following questions:

- How can I have my students look at family and career issues from multiple points of view?
- How can I have my students become more independent learners?
- How can I have my students interact with each other?
- How can I have my students develop their own opinions?
- How can I encourage reserved students to share their opinions with their classmates?

- How can I have my students think of the discussion topics as issues that might arise in their own lives?

I had debated in the English Club at university. In a sense, debating gave me an opportunity to look at an issue from multiple perspectives, so I decided to try a debating style in my class in order to encourage discussion among students. To bring multiple perspectives, I invited another home economics teacher and students from a different school.

Do: I invited students to choose one of five topics they wanted to discuss. The topics were about keeping separate family names after marriage, divorce, unplanned pregnancy, women continuing to work after childbirth, and taking care of aged parents. I divided students into groups of about six and had them work in these groups to do research and prepare discussion comments. I was working for a private Catholic girls' high school. The teacher I had invited to participate in the project was a friend of mine. She was a high school home economics teacher in a public co-ed school in a different prefecture. She was interested in participating in the project with her students. We shared this debate-like discussion idea and decided to have students participate in the same activities in our classes and then to invite the students to exchange the results of the discussion by exchanging ideas through the mail.

See: At the end of this project, I requested that my students write their reflections about the discussion. The following is one of the students' reflections translated into English:

> Before the discussion, I could not decide which position I would like to support. I saw positive points and negative points of both decisions

> through the discussion. Now I think I support decision B even knowing the negative points because I think the positive points of decision B can exceed the negative points. My parents are saying they want to live separately even when they get old, but now I think I may want to live with them and take care of them by myself if they need someone's help. (Student A's handout, 1996)

The debate-like discussion gave students an opportunity to think about issues from at least two different points of view. This process allowed students to develop and articulate opinions that were well thought out and clear. As a group, the students completed the research for the discussions by themselves. They discussed in the group, sharing information and opinions and learning from each other. At this point they had thought more about the issues as they related to their lives. The reserved students at least shared their opinions with their friends in the small groups, although they were not as active in the oral presentation of the debate-like discussion in class.

However, the attempt to exchange the results of the two schools was not successful. Although my friend and I mailed the written records to each other and shared them with students after all of the class-discussion activities were completed, the activity was too indirect. It was difficult for the students to identify with students from the other school, and, hence, their views were not meaningful to each other. We recognized that another component needed to change. In the debate-like discussion in class, the vocal students presented their group's opinions, and the reserved students were almost silent, although I encouraged them to take turns speaking.

The Second Cycle

The second cycle proceeded as follows:

Plan: Reflecting upon the first cycle, I created the following questions for the second cycle:

- How can I have my students directly communicate with students in a different context in order to have them address more diversified points of view?
- How can I encourage reserved students to share more of their own opinions with their classmates?

After reflecting, I came up with the idea of using the Internet to invite students from different contexts to participate.

Do: I emailed some of the schools on a school project-mailing list to see if I could find willing participants. I received a response from a teacher at a private boys' high school, and he presented the idea to teachers in other schools. Finally, five schools indicated that they were willing to be involved in the email project. I gave students the choice of participating in the classroom setting or in the email debate-like discussion, because I wanted them to choose voluntarily.

See: Having a choice for the students was helpful. Students who were active speakers and preferred simultaneous, face-to-face interaction chose classroom discussions. Students who were reserved about public speaking and preferred to take time to organize their opinions chose email discussions. Because we shared the email logs of the discussions, the reserved students contributed to the discussion by sharing their opinions with their friends in the same group, as well

as the comments that they had formulated through email to students in the other school. Therefore, the email discussion facilitated the students' communicating directly with students in different contexts. One student who was involved in the email exchange said (Japanese translated into English), "It was interesting to hear different opinions about the same topic. I realized that differences of gender and living context change people's ways of thinking" (Student B's handout, 1997). The email discussion provided more various information, stories of experience, and points of view than did the classroom discussion.

However, other problems emerged. One problem was that the students from other schools did not participate in the project as a part of their class; they merely used the debating as a game. My students, in contrast, were involved in this project as a part of the family management class. In preparation, I gave my students time in class and oriented them to the issues from ethical, economical and psychological points of views in order to encourage their group research and discussion. Such perspectives were not necessarily encouraged in the other schools. The second problem was the frustration of not seeing the faces of the students in the other schools with whom they were communicating.

The Third Cycle

The third cycle unfolded as follows:

Plan: Reflecting upon the second cycle, I arrived at these questions:

- How can I make this project have more educational meaning for students participating in both contexts; that is, the in-class and email discussion?

- How can I reduce the frustration of communicating by email?

First, I needed to connect my class via the Internet with another home economics class in a different high school and explore technical ways that could result in less frustrating communication.

Do: I called Shizuko, a teacher who had been a panelist at the symposium on home economics education that year, because she had introduced a debating activity on very similar topics. I asked her about the idea, hoping that she would be interested in the project. Although she was not familiar with the Internet at that time, her school was connected, and she agreed to work with me. The students in both of our schools participated in this project as a part of their home economics classes. We exchanged self-introduction letters and pictures of the participating students.

See: The two main differences between the second and third cycles were that the two home economics classes were connected by email, and both pursued the same educational goal: to have students consider family and career issues from multiple points of view while developing their own opinions. The following is a copy of my email to Shizuko:

> I hope this online debate-like discussion will give each student from the two schools an opportunity to think about the topics for their future life rather than to debate as if it was a game. As for me, it is more important to see students' change in their thoughts. The purpose of this project is to have students aware of diversified opinions, values, and responsibilities about family and career and to construct their own values. That is why I asked you, who had had debating activities with similar topics in your home economics class, to collaborate with me. (Email-log, 1997)

Shizuko responded as follows:

> What I want to do is not to judge their debating skills. The content of the discussion is more important and the main characters are everyone including debaters and audience. What I want to see is students' change in their values, whether their values change completely or they ascertain what they are vaguely thinking. I think we can agree on this point. (Email-log, 1997)

In this way we discussed our activities and goals.

During the project I did not see as much frustration in the students' communication by email as I had in the second cycle. Exchanging self-introductions and pictures seemed to help them to communicate with each other.

However, the project had two drawbacks. In terms of educational meaning, it was difficult to orient students to think critically about the cause and effect of the issues. Few students indicated that they had developed a critical insight into Japanese social situations in relation to the issues. I recognized that a different teaching strategy was needed to help students to become more critical thinkers.

The other drawback related to educational research. I recognized that the approach implemented was not appropriate. Originally, we had designed the project as a combination of time-series quasi-experimental research and a case study. Pretests and posttests were given to the students to see the effect of the activities. A Likert scale with five elements was used in the test, and it was expected that the tests would indicate a change in the students' opinions from the pretests to the posttests. However, the statistical calculation showed no significant difference. The quantitative method used for this project revealed that the project had had little effect on the students' development and experiences. We were struck by the lack of statistical significance, and for some time we were

unsure how to proceed. Nevertheless, as teachers, the two of us were sure that we had recognized change in the students.

I realized that I needed more time, knowledge, and understanding in order to reconsider the research method that I had used in the life planning education project. I came to Alberta to look for examples of education related to career and life exploration and different research methods. My context shifted when I became a graduate student at the University of Alberta. I reflected on my work in Japan and finally discovered possible alternatives that would allow us to move on. I also recognized another contradiction between the application of the empirical-analytical research approach and the goal of Japanese home economics education, as well as the discrepancy between the LP curriculum and the overall home economics objective. By applying one of the empirical-analytical research methods which is the mainstream of Japanese home economics education inquiry (Fujieda, 1998), I believed that I could establish value-free, objective truth (Polkinghorne, 1983). This was not true for this project. I started to explore other ways to tackle the problems, which I will introduce in the section on the research method.

Through intensive reading of articles and other researchers' work, in addition to talking to teachers and professors, I gradually came to know the Alberta curricula related to career and life planning. The high school home economics curricula were revised and integrated into the Career and Technology Studies (CTS) curriculum that was fully implemented in 1997. A new course in 1987 entitled Career and Life Management (CALM) was developed. Through

CALM and through the career component of the other CTS courses, students are given extensive opportunities to plan their future goals. However, there is sill a significant number of students who are unable to identify a career that they wish to follow (Powlette, 1994, p. 89), and the meaningfulness of this education is under review (Alberta Learning, 1999). I am particularly interested in CALM because it is compulsory for the high school diploma, as is home economics for the Japanese diploma.

Background of the Problem

While I was teaching and conducting research in Japan, I discovered two contradictions in Japanese home economics education: (a) a contradiction between the LP curriculum, including the limited time allocation, lecturing teaching style with linear life planning examples in the textbooks, and the goal of Japanese home economics education, developing human beings; and (b) a contradiction between the application of the empirical-analytical research approach and the goal of Japanese home economics education. I investigate how these contradictions have been constructed from three perspectives: the feminist perspective, the poststructural perspective, and the postcolonial perspective. This investigation provides further insights into the problems underlying Japanese home economics education. Applying the feminist perspective, I examine women's "struggle both against male oppression and toward seeing the world through women's eyes" (Lather, 1992, p. 93). From a poststructural perspective, I look for "difference, plurality, multiplicity and the coexistence of opposites" (p. 90) in order to seek possibilities to move beyond

the contradictions. I also examine the history of Japan from a postcolonial perspective in order to "question the hold of the West on the role of global authority and educator" (Willinsky, 1998, p. 253). I intermingle these perspectives in the following discussion.

I think that there are three factors that contribute to the two contradictions in Japanese home economics education. Figure 1 describes the complex relationship of the three factors.

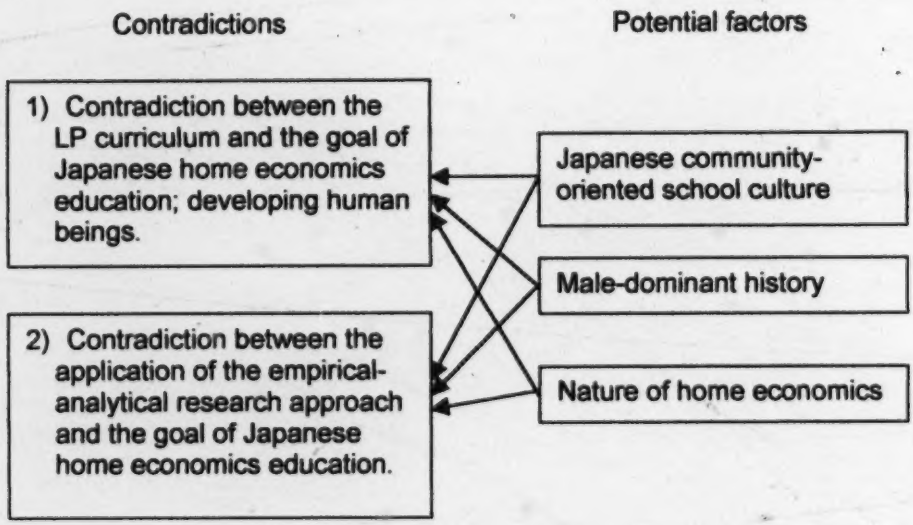

Contradictions
Potential factors
1) Contradiction between the LP curriculum and the goal of Japanese home economics education; developing human beings.
2) Contradiction between the application of the empirical-analytical research approach and the goal of Japanese home economics education.
Japanese community-oriented school culture
Male-dominant history
Nature of home economics

Figure 1. Factors contributing to the contradictions.

Japanese Community-Oriented School Culture

The first factor is the Japanese community-oriented culture, one in which the boundary between an individual and the community is vague; we create harmony to keep the community, harmony strengthens group connectedness, and we feel safety and intimacy in belonging to a community. If someone makes a mistake, it is not the person's fault, it is the community's fault; and we

cooperate to fix the problem. This community sense is nurtured through various activities.

Both at work and at school we usually help each other with the goal of group achievement. At work some companies have uniforms for their workers. As well, some have cafeterias in their buildings so that their employees eat together. Moreover, some have time in the morning for their employees to exercise together with music. Connectedness is developed by doing these activities together.

At school, we see more community mindedness. Most secondary schools have school uniforms, which gives students a feeling of connection to the school and pride in attending the school. All elementary schools and some junior high schools have a lunch-serving system. Furthermore, some schools have their own nutritionists and cooks at school, and others have lunch-delivery service from a public lunch service center. Teachers and students cooperate and serve lunch for themselves, and everyone eats the same daily menu.

At every level from kindergarten to high school, students belong to a home class for one school year. We divide students into home classes depending upon their age, and students study with the same members of their home class for the year. There are usually several classes of the same age group. Each home class has one homeroom. For some subjects, such as Japanese, math, and history, the students stay in their homeroom and the subject teachers come to their home room to teach. For other subjects, such as science, music, physical education,

and home economics, the students move together to those subject rooms. Our school system therefore develops a sense of community.

We enhance the feeling of connectedness through education in order to keep harmony in society. Japanese educational law states that "by respect and cooperation, culture should be created and developed." Thus, cooperation is important for the development of culture. We nurture the sense of cooperative community in education as well as in society, community, and family. A school itself is a community with a community-oriented culture.

In this school community, knowledge is shared and nurtured among the members. Within the same home room, students educate each other. Even if the students learn fast, they do not keep their knowledge only to themselves; they share their knowledge with their community friends.

On the contrary, in Western culture "knowledge is power" (Spivak, 1990, p. 387). This Western concept of knowledge may sometimes make it difficult to create a sense of community. Accumulation of knowledge in Western culture seems to be recognized as power or as success. Students who take in more knowledge sometimes have a chance to skip grades without staying in the same-level class for a year. Students are categorized according to how much they know. As well, they can go to different class levels for different subjects. They may not have enough time to establish a sense of community, particularly at the secondary school level. The school may become "an agency of frustration and failure" (Rengifo Vasques, 1998, p. 188) for some students who are put into a lower level. Who decides which students have more knowledge? This is a linear

way of thinking. It may be another way to perpetuate the Western colonizing power. This compulsive, colonial, fundamentalist spirit may be something that damages and erodes the harmonious re-creation of life (Rengifo Vasques, 1998). In Japan, students who can accumulate more knowledge repeat the activities and increase their knowledge. These students can also acquire other knowledge, experience, and skills, such as caring, nurturing, and patience, which are not measurable by written examinations but are important for community members in Japanese society.

In Japan we divide students according to their age although it may not be the best idea. Students stay with the same age of students and study at the same level. For example, Grade 10 students do not go on to Grade 11 level or Grade 12 level courses. However, students are not divided into different groups of mathematically measured knowledge. On the contrary, we have cram schools that measure knowledge. A lot of students go to private cram schools after the public school hours to prepare for entrance to recognized, academic schools. The cram schools categorize students and even schools with the deviation resulted from the examinations they created and also the entrance examinations of each school. They categorize students from highest achievement to the lowest. This creates competition instead of community. And as result, public schools are driven to continue to nurture a sense of community.

Staying within the same home class may make quick-learning students bored and frustrated. In order to recognize each student's talent, we have club activities after school. All Japanese schools have club activities and each student

belongs to one club, and each teacher is in charge of one club. This is a recognized part of the Japanese school system similar to other subject areas.

However, it is not identical to the Western concept of a subject because we do not test within the club activities. Each school can decide what kinds of clubs it has, depending on its students' interests. The school at which I taught has different activity clubs such as the science club, literature club, drama club, music club, cooking club, basketball club, tennis club, volleyball club, and track and field sports club, among others. Students can also negotiate with teachers to start a new club if they cannot find one that interests them. Each student attends one club depending on his/her interests, regardless of age. Therefore, we have different-aged students in one club. Students help each other and enjoy, improve, and enrich their skills, knowledge, and experience in a group setting where they come together because of common interests.

At the elementary school level it is usually the teachers who lead club activities, but at the secondary school level some students are leaders, depending upon the activities. Some teachers can also be specialists in club activities. They teach how to play or make something and give advice to the students. Teachers are sometimes in charge of a club activity that they do not know well, which may not be the best situation for either the students or the teachers. Sometimes this situation occurs with students who have a strong interest, but there is no experienced staff in the school. In this case, people from the community with experience in the activity are invited to work with students in

the school. Teachers become advisors and caretakers if a problem or a conflict occurs.

Most of the activities are discussed among the students in the club and organized by them. Usually, big clubs rely on the seniors for decision making, whereas small clubs discuss and make consensus decisions. As a result, the club activities are also community-minded activities. Each student belongs to another kind of community that exists within the school.

Some aspects of connectedness are ineffective and often pressure students to maintain the sense of community. Behavior contrary to community can lead to bullying. To ensure connectedness, nonconforming students are often expelled from the group, and it becomes difficult for those students to continue to function within the school. If the problem cannot be resolved with help from the teachers and parents, students may commit suicide. Because of the sense of connectedness and the desire to keep harmony in a community, outstanding students may also be excluded. It is important that the existing connectedness to the Japanese school community be upheld. Harmony is desirable because it is peaceful and comfortable, but sometimes there can also be a sense of vulnerability and danger. A harmonious sense of community developed at school and work concurs with the scientific standardizing perspectives in home economics education. For example, in creating a harmonious community, students are molded into a group rather than encouraged to develop as individuals. The vagueness of the boundaries between individuals and community has created an opposing harmony, which has

emerged through the historical development of Japanese culture and is one of the three potential factors that lead to contradictions.

Male-Dominant History

The second factor constructing the contradictions is the long-time male-dominant history. It is in this context that I will examine the history of Japan and Japanese home economics education. For example, West (1993) wrote, "Social practices . . . [and research is a social practice] are best understood and explained . . . by situating them within . . . cultural traditions" (p. 267). Furthermore, Willinsky (1998) wrote, "Educators are responsible for developing an account with their students of what has brought us to seeing the world" (p. 251). Thus, I, as an educator, think that looking back to the past is my responsibility. Japan has been governed by men since the last and strongest queen died in the third century AD. There were some female empresses, but they are considered to have been just marionettes manipulated by the men. From the beginning of the 12th century to the middle of the 19th century, we had feudal governments, during which men fought each other to plunder the governing power and replace the shoguns. During that period we did not have a female governor. Japan closed itself off from the West in 1633 when the Western influence became widespread in Japan. The main reason was that Christianity did not conform with the way of governing the country of that era. Although the government wanted to trade goods, they were threatened by the Christian idea of dedication to God and equality before God. This is because the top shogun was supposed to be admired as omniscient and omnipotent and served by the people.

After 220 years of closure, the United States forced Japan to open the country, saying that Japan was behind the rest of the world. This was an invitation to their game: Western Capitalism. Japanese men switched physical fighting games to economic fighting games. Japanese people began to think that Western ideas were more advanced and that we needed to catch up with the West.

Schooling in Japan began in some communities in the 15th century. However, it was not until the end of the 19th century with the introduction of capitalism that a schooling system was established. "House chores and sewing" began as a subject offered only for girls, and home economics was introduced after the Second World War by two American educators and a Japanese woman who had studied at Washington State University in the USA. Finally, home economics began to be taught to boys and girls at Grades 5 and 6 and only to girls in secondary schools. Since then home economics has been continuously taught to both boys and girls in Grades 5 and 6. It was not until 1993 in junior high schools and 1994 in senior high schools that home economics was offered to boys at the secondary school level as well. At the same time, home economics became a required subject. Now all boys and girls take at least two years at the junior high and senior high levels as well as two years at the elementary school level.

Because of the long male-oriented history of Japan and influence from the male-dominant West, Japanese home economics education has been attempting to gain equal status with that of other subjects. In a sense, we had become familiar with having something dominant and forgot to explore different

perspectives. Within the short history of Japanese home economics education, we have not had enough time to examine ourselves and solve these contradictions.

Nature of Home Economics

The third factor contributing to the development of the contradictions is the fact that home economics is a study of the private sector. Because home economics involves the private sector, which is usually considered less important than the public sector, it needed to follow the mainstream scientific linear perspective to be recognized in academia.

> The sustaining explanation still remains that the public sector is more important, at once more rational and mysterious, and, generally, more masculine, than the private. . . . The feminist, reversing this hierarchy, must insist that sexuality and the emotions are, in fact, so much more important and threatening that a masculinist sexual politics is obliged, repressively, to sustain all public activity. (Spivak, 1990, p. 377)

Home economics has struggled to be recognized as an academic and professional field. The Japan Association of Home Economics Education was established in 1960. Following the Western traditional style of research was the only path that the association could take at that time in order to be recognized in academia, whether or not it was ethical and appropriate for home economics education.

While examining the three factors that contributed to the development of the contradictions, I kept asking myself what we could do to grow in fidelity with the goal of Japanese home economics education. I understand that we perhaps want to keep nurturing a community sense, but if changes are not made, would

we hurt our innocent future? I could not ignore this situation by saying that having these contradictions is a part of our culture.

Furthermore, we have been saying that the intent of home economics is to develop human beings. But for a long time it had been taught only to females, which indicates the strength of the Japanese male-dominant history; and retaining the empirical scientific orientation, which also has a male-dominated background, resulted in the contradictions being perpetuated.

In order to become recognized by the West, we have ignored thinking about what is best for Japan. On one hand, I think that we "have had to wear these 'White' clothes [be bicultural] so that we could succeed in research communities, however sociologically, historically, or culturally ill-fitting" (Scheurich & Young, 1997, p. 9). On the other hand, sadly, according to Willinsky (1998), "I am not at all sure whether we can un-install the mammoth program of Westernization that the world has absorbed" (p. 263). Even tools such as research, which can be useful to make a change in such a world, are created in the West. However, using the Western tools, we can at least examine the perspectives that we have accepted, recognize in what contexts we are living, and reevaluate what we need to teach. I think that Japanese home economics education is beginning to be concerned with the contradictions because its focus is on addressing our basic need to develop human beings.

Purpose of the Study

The purpose of this study is to investigate the meanings of career and life planning education for secondary education. I interpret teachers' and students'

experiences in Career and Life Management (CALM) and how CALM existing in Alberta works at the school level in order to help and/or hinder students in developing a career and life planning perspective. I discuss my understanding of meanings that students and teachers have created from their experiences with CALM. Lee (2000) wrote, "The experience of education refers to the exploration of the perceptions of the participants in the enterprise" (p. 6). Therefore, I capture the views of both teachers and students who are participants in CALM. The goal is not to evaluate CALM, but to understand its usefulness or hindrance in students' development of their career and life planning perspectives. In conversations with teachers and students, I attempted to understand what could make the curriculum and pedagogy of the existing education in terms of career and life planning more meaningful for secondary students. Further, I seek possibilities to revise the life planning education component in Japanese home economics so that it will comply with the goal of Japanese home economics education.

Research Questions

I address the following two main questions throughout my research:

1. What does career and life planning education mean?

In order to answer the first question, I have developed the following subquestions:

- What meanings do students and teachers give to their experiences of CALM?

- Given these meanings, to what extent does CALM help and/or hinder students' career and life planning?
- How is it possible to enhance career and life planning in a school curriculum?

2. What possibility does the meaning of career and life planning education and related findings in this study hold for changing Alberta CALM and Japanese LP?

Research question 1 and the subquestions are discussed in Chapter IV and in my reflections in Chapter V. The responses to research question 2 are discussed in Chapter VI.

Assumptions

I made the following assumptions about this study:

1. I assumed that an interpretive inquiry study that includes observing, collecting related materials, hermeneutic conversations with teachers and students, and personal journal writing would lead me to interpret meanings of CALM.

2. I assumed that the interpretive inquiry study would guide me to a deeper understanding of how CALM facilitates and/or hinders students in developing career and life planning perspectives.

3. I assumed that the interpretive inquiry study would help me to discover a possibility that enhances career and life planning in a school curriculum in Alberta and Japan.

4. I assumed that the results from this study would assist me to explore the meanings of career and life planning education. As well, I assumed that, at last, the meaning of career and life planning education that I found in this research would encourage me to explore how current LP education in Japan can be transformed.

Significance of the Study

Following my review of the literature, I have ascertained that there is limited research based on a hermeneutic understanding of Alberta students' and teachers' perspectives of career and life planning. My research illuminates possibilities for enhancing the quality of career and life planning education for high school students, with important implications for education in Alberta as well as in Japan. Further, this cross-cultural study addresses the desperate need to improve the existing education, which tends to be undervalued in public education and to develop more meaningful career and life planning education in both countries.

Limitations

The following limitations are discussed in this section. First of all, this study was limited by the number of participants who attended two high schools in Alberta and were willing to volunteer to participate in the study. Conducting conversations with teachers and students was limited by their ability to accurately recall events of significance and by their willingness to divulge particular experience.

Second, the conclusions and recommendations of the study are based on a limited number of participants. However, because of the hermeneutic nature of the study, the goal is "not to pass on objective information to a reader, but to evoke in the reader a new way of understanding themselves and the life they are living" (Jardine, 1992a, p. 60). It will be the readers' task to decide whether the findings are appropriate within a specific context. That is, "if the reader has no living connection to or experience of something like the phenomenon of initiation, the study will be meaningless, for it will not address something to which the reader bears any 'family resemblance'" (p. 58), which inspires the reader to regenerate a meaning from what he or she has already understood or experienced.

And third, I would like to mention the discourses "that are shaping the field site analysis and how the researcher's own personal and intellectual biography is contributing to the process of analysis" (McLaren, 1992, p. 84). In order to conduct research, the researcher needs not only to acknowledge, but also to describe and share the complexity of the researcher's own personal and intellectual biography with the participants and the readers, as much as possible, although the researcher would never completely be able to consciously and unconsciously articulate him/herself. Hermes (1998) called this complexity "a performative aspect—objectives, biases, emotions and creativity" (p. 164), and Scheurich (1995) named it "baggage" (p. 249). Hermeneutic interpretation starts from what an interpreter already knows; that is called prejudices. Gadamer (1988) treated prejudices in a positive sense:

> Prejudices are not necessarily unjustified and erroneous, so that they erroneously distort the truth. In fact, the historicity of our existence entails that prejudices, in the literal sense of the word, constitute the initial directedness of our whole ability to experience. Prejudices are biases of our openness to the world. They are simply the conditions whereby what we encounter says something to us. (p. 235)

Gadamer (1988) addressed prejudices as preconditions for all understanding and argued "prejudice against prejudice." Prejudices are helpful to see something new and create a new understanding. I show my "baggage" in order to lead the audience to the multiple spaces and invite them to bring in their complexity to create hermeneutic meaning. I reveal two of my filters, which can be considered as limitations of the study. However, I introduce them as the base of my hermeneutic creativity. I cannot interpret any experience that I have in this study without those filters because the process of interpretation is "the transformation of self-understanding" (Jardine, 1992a, p. 60). I engage "my own life and the life of others in an attempt to understand it has changed who I am and what I understand myself to be" (p. 60). I believe that "by appropriating this understanding to our lives as educators we learn humility and reveal afresh some old insights" (Carson, 1986, p. 84) in order to create new meanings. One of the filters is my position as a female Japanese home economics educator. I am Japanese. I grew up in Japan. I am female. I was a high school home economics teacher. I still identify myself as a teacher and researcher in the field of home economics education. I may have a different point of view from male non-Japanese teachers in other school levels and/or other subjects. I have never taught at a high school in Canada and will not have an opportunity to do so. That is, I have not and will never teach CALM. I was not able to share any of my

experiences in CALM with the Canadian teachers and students with whom I conversed. However, I might have been able to understand their experience and perspectives differently with my female Japanese home economics educator's eyes.

The other filter is the language that I used. It is actually a double-layered filter. One layer is the nature of language itself; that is, "a system of signs functioning at a particular moment in time, structurally specific to the moment" (Martusewicz, 1992, p. 133). What I could do was to encode my knowledge and thought for this moment. The other layer is English, which is my second language, and I am still struggling to use it. This matter might have caused ambiguity in my understanding or differences in my interpretation. As much as can, I have tried to represent in English what I understand.

Delimitations

This study is delimited by the decision to choose participants from two public high schools in Edmonton. Teachers who have taught CALM and home economics and students who take CALM from those teachers further delimited the study.

Ethical Considerations

For hermeneutic conversations in Alberta, after the school sites were selected and the individual schools agreed in principle to participate in the study, I approached teachers and their students to determine their willingness to participate in the research. Prior to beginning the conversations, I reviewed a letter (See Appendix D) which includes the purpose of the study, the procedures

to be followed for the meetings, and ethical guidelines; to provide the informed consent form (See Appendix E); and to obtain consent. I gave each participant the letter. I assured them that their participation was voluntary throughout the research and that they might opt out at any time. My name, address, telephone number, and email address and those of my supervisor were included in the letter in the event that potential participants might want to contact me or my supervisor regarding the study. The participants were asked to sign the informed consent form prior to participating.

The names of the school sites used for any research papers are fictitious, and all comments and responses remain anonymous. The participants were asked to consent to having the meetings tape recorded, and they were made aware that they might request at any time to have the tape turned off and that parts or all of the conversations could be deleted at their request. They could also withdraw from the research at any time. They were provided with copies of summarized transcripts of the meeting following each session. All collected data are retained in secure storage for a five-year period following the study. Only my advisors at the University of Alberta and I have access to the collected data. At the completion of that period of time, the data will be destroyed using current and acceptable methods of destroying sensitive material as per the legal and corporate sectors.

The Faculty Research Ethics Review Committee and the school district's Cooperative Activities Program approved the research before it began.

Finally, I acknowledged the critical importance of my moral obligation to ensure that the participants of the study were not harmed in any way through their participation. This was accomplished through heightened vigilance regarding this issue being maintained throughout the research and writing process, and constant dialogue pertaining to this area being initiated with my advisors at university.

CHAPTER II

CHOOSING INGREDIENTS

I have a shopping list ready. Now I am going to look at each ingredient carefully in order to choose those that will make for the best stew.

Youth

Youth and Life Planning

Galotti and Kozberg (1996) stated that "in many ways, it is appropriate for adolescence to be the time in which major life decisions are first confronted" (p. 4). Adolescence is the stage of becoming an adult. In order to become adults, adolescents need to be physically, emotionally, socially, economically, and sexually independent. They must learn how to take responsibility for their own lives. Erikson (1968) explained that cognitive growth enables older adolescents to think more abstractly and less egotistically than younger adolescents and they begin to feel societal pressure to answer questions such as "Who am I?" "Where am I going?" and "Who am I to become?" One of the most significant needs for youth in senior high schools is to plan their lives after graduation. In this stage some students can articulate decisive goals, and others cannot. However, in order to prepare themselves to become adults, they at least need to gain knowledge, skills and attitudes in making decisions, planning to achieve goals, and coping with difficulties.

Youth and Career Planning

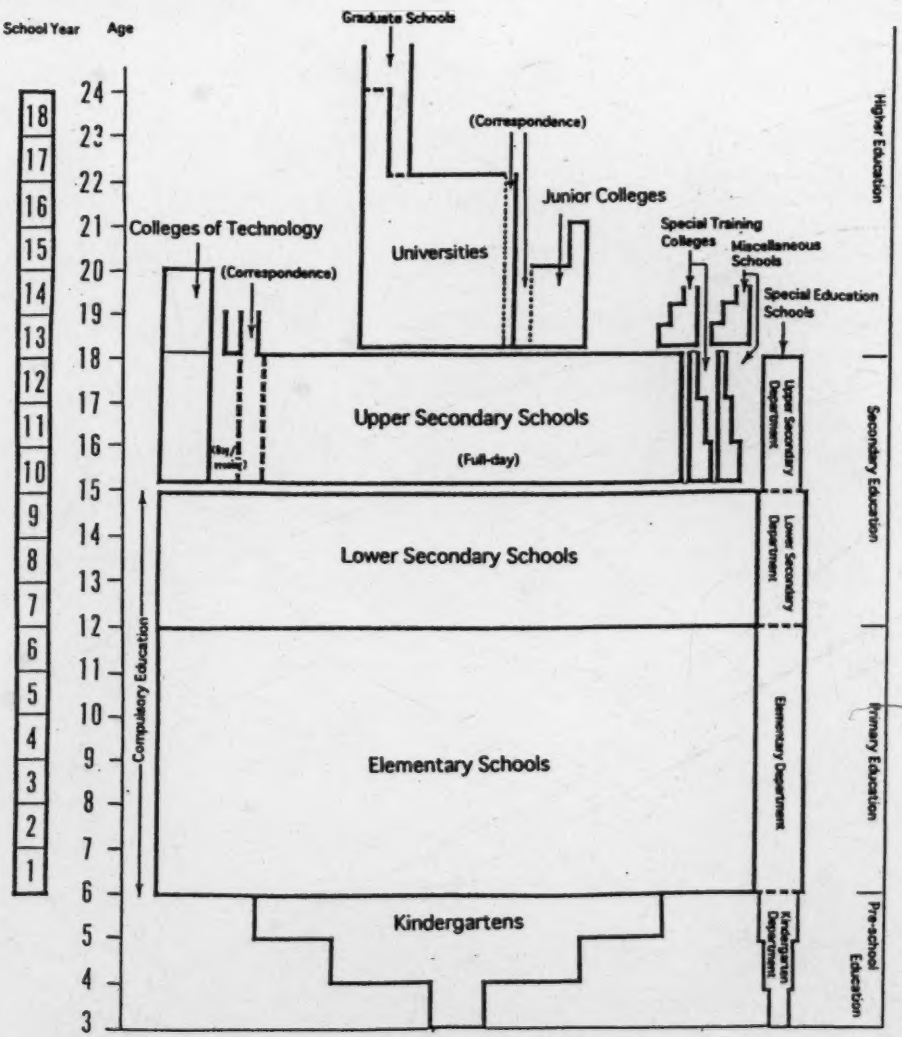
Career preparation is the main planning that youth need to consider in their life planning. It is important for those who are at the transitional stage between adolescence and adulthood, because a career allows them to be both socially and economically independent.

However, "massive unemployment and diminishing expectations have become a way of life for youth all over North America" (Giroux, 1994, p. 354). Statistics Canada reported that people in Canada aged 15 to 24 faced an unemployment rate of 15.2% in 1998, which is well above the national average of 8.3% (Ministry of Industry, 1999). The youth (people aged 15 to 24) unemployment rate in the past seven years has consistently been almost twice the rate of those aged 25 and over. In 1989, 37% of 15- to 24-year-olds were out of school and working, but this percentage declined drastically during the early 1990s, to 28% by 1993, where it has remained ever since (Labour Force Update, 1999). In contrast, between 1989 and 1993 the percentage of the same-aged young people who were in school and not working increased from 29% to 38% and has increased slightly since 1993, hitting 40% in 1998. The decline in the number of youth in the labour force coincides with the increased percentage of youth who are attending school. School attendance among youth is historically quite high (61%). This indicates that youth are delaying the school-to-work transition, and the transition process in Canada seems to have become longer in recent years. According to the Organization for Economic Development and Cooperation (OEDC), the starting age of the school-to-work transition is the first

age at which less than 75% of youth are only attending school, and the end of the transition occurs at the first age when greater than 50% of the youth population is working. Whereas in 1985 the average length of the transition was six years, beginning at age 16 and ending at 21, in 1998 it was eight years, beginning at age 16 and ending at 23. To some extent it can be said that the recession in the early 1990s forced some young people out of work and back to school or put pressure on them to continue their schooling. It is also assumed that the delay could be caused by the amount of time that young people are taking to find work once they graduate. Although the number one reason that youth prefer to work part time has been to allow them to go to school, it has been found that there is an increase in the percentage of those working part time out of personal preference. For example, in 1995 the number of 15- to 24-year-olds who did not want full-time work was only 18 people out of 949 of all part-timers aged 15 to 24 (1.9%). In 1997, 2.3% of the youth worked part time because of their personal preference. In 1999 it increased to 5.8%. Although only a small number of people work part time through personal preference, recently more youth preferred part-time work, which is easier to leave and requires less responsibility than full-time work.

The Japanese school system is almost identical to the Alberta school system. It is based on a 2-6-3-3-2/4 system, which means two years of kindergarten, six years of elementary school, three years of junior high school, three years of senior high school, and two years of college or four years of university. Children begin kindergarten at the age of four. Attending elementary

and junior high school is compulsory. However, over 95% of junior high school graduates go on to senior high, and about 50% of senior high school graduates go on to college or university. Figure 2 shows the organization of the present Japanese school system.



Source:Ministry of Education,"Education in Japan 1994 A Graphic Presentation",16.

Figure 2. Organization of the Japanese school system.

In the past decade a similar phenomenon can be seen in Japan because the country has suffered from recession. Some companies went bankrupt, and many downsized and cut labor costs. The Japanese unemployment rates doubled from 2% in 1990 to 4% at the end of the 1990s (Ministry of Labour Force, 1998). The unemployment rates of people aged 15 to 19 increased and marked the highest record at 9% in 1997. As well, the rate of part-time workers aged 15 to 24 increased from 18.2% in 1985 to 45.3% in 1997 for 15- to 19 year-olds, and from 9.9% in 1985 to 20.6% in 1997 for 20- to 24-year-olds. Some of those part-time workers are students. However, the rate of full-time workers aged 15 to 24, excluding students, decreased from 93.0% in 1985 to 82.4% in 1997. This means that the number of people starting to work full-time after junior high school, senior high school, and postsecondary education decreased, and they continued to work part time. The Ministry of Labour Force determined that the reason for this is that the number of these youth, who became so-called *Freeter* (an English name created in Japan for young people who work part time after finishing college or university education, thereby refusing to work full time) increased. The increasing number of unemployed and Freeter youth indicates that many youth are reluctant to work full time. They seem to be indecisive about their careers and comfortable in staying with part-time jobs, which they can easily leave. Other statistics showed that 56.6% of high school students who were planning to take entrance examinations did not have a career in mind, but had decided on the departments that they would like to attend. As well, 15% of the high school students had decided on universities or colleges that they would like to attend,

but they were unsure of what they wanted to study there (Daiichigakushusha, 1995). It is assumed that some high school students plan their immediate future without further consideration of their future careers and lives.

Power of Goals and Choices

When youth make career and life plans, they need to set goals and have choices.

> There is growing evidence that individuals who have goals and dreams often attain them, while those who set no objectives in life frequently fall short of their potential. This is as true of students in school as it is of adults preparing for retirement. (National Consortium of State Career Guidance Supervisors, 1998, Preface)

Having goals expands potential in life, their goals affect their plans and choices. The Center for Population Options (1989) stated that "teens who participate in Life Planning Education can learn that their educational and vocational goals will affect plans for a family and their sexual decisions will affect their vocational options" (p. 3). In addition, their goals affect plans for their personal lives as well as their family lives; and not only their sexual decisions, but also their life skills and knowledge affect choices that they make. "The best choices emanate from one's own values, mission, and purpose. Introspection is a primary component of formulating potent choice" (Kline, 1991, p. 172). Examining and exploring themselves can help youth to find their own values, mission, and purpose and to set their own goals. Kline also stated, "Factors that limit the attitudes, feelings, behaviors, and choices diminish the possibilities available for decision making, contribution, state of being, and quality of life. The more input, the better decision, as long as the input does not overwhelm" (p. 172). In other words, the fewer the

factors that limit your choices, the greater the chance that you will make the best decisions for your life. Therefore, it is important for youth to set goals and make choices.

Curriculum Development

Curriculum has been defined in so many ways that serve to describe the scope of responsibilities of curriculum and the basis for curriculum development. It is therefore worthwhile to recognize the collective understanding of curriculum. Wiles (1999) summarized four major perceptions of curriculum as follows.

1. Curriculum as Subject Matter
Curriculum was perceived as information passed from one generation to another in the form of organized knowledge. Under such a definition, the curriculum would be comprised of essential subjects or even the mastery of a collection of books.
Ex.) The curriculum should consist of permanent studies - the rules of grammar, reading, rhetoric and logic, mathematics and, at the secondary level, the greatest books of the Western world. (Hutchins; as cited in Wiles, 1999, p. 5)

2. Curriculum as a Plan
During the massive social changes of the early twentieth century, the definition of Curriculum broadened as the basic curriculum was delivered to a general (not elite) population. Frustration in delivering such a curriculum caused planners to define curricula as an intention rather than a subject.
Ex.) The Curriculum is all of the learning of students that is planned by and directed by the school to attain its educational goals. (Tyler; as cited in Wiles, 1999, p. 5)

3. Curriculum as an Experience
During the middle years of the twentieth century, this definition of Curriculum broadened even further as the diversity of learners and our understanding of differences in students broadened. The focus was now on what was experienced by the student.
Ex.) The Curriculum is generally considered to be all of the experiences that learners have under the auspices of the school. (Doll; as cited in Wiles, 1999, p. 5)

4. Curriculum as an Outcome

> In the last third of the twentieth century, and driven largely by financial concerns, curriculum planners refocused their efforts and defined Curriculum according to the product or outcomes. By identifying the outcomes in advance, curriculum planners could work backwards to set the conditions necessary to achieve their goals.
> Ex.) The Curriculum is a structured set of learning outcomes (objectives) resulting from instruction. (Howell, Fox, & Morehead; as cited in Wiles, 1999, p. 6)

Although the three perceptions—curriculum as subject matter, curriculum as a plan, and curriculum as an outcome—are focused on texts stated in advance of teaching and standardized in a bounded area, curriculum as an experience is not known beforehand and is situated in the existence of teachers and students. Pedagogy is usually created in the space between the former meaning of curriculum and the latter meaning of curriculum. Aoki (1991) described this situation as "tensionality that emerges, in part, from in-dwelling in a zone between two curriculum worlds: the worlds of curriculum-as-plan and curriculum-as-lived-experiences" (p. 7).

In summary, one of the subquestions of this study is to investigate and later interpret students' and teachers' experience of CALM in Alberta. In order to grasp the whole space in which the students and teachers are living, I examined both the curriculum of CALM as a plan and the curriculum as the students' and teachers' experiences. For the purpose of seeking possibilities to revise the life planning education component in the Japanese home economics, my intention was to avoid "a curricular demand for sameness [which] may diminish and extinguish the salience of the lived situation of people in classrooms and communities" (Aoki, 1991, p. 20) in order to comply with the goal of Japanese home economics education. We as educators "need to nurture the interpretive

powers of teachers and students" (p. 20). As noted in previous literature, I further explored curriculum as a plan or an outcome in order to investigate an appropriate definition of career and life planning education for this study. Then I proceeded with my study of curriculum as the lived experiences of students and teachers in Alberta.

Concepts of Career and Life Planning Education

Career Education

The history of career education originates in the guidance field. It is not easy to integrate the concept of career education and have only one definition, because it has a long history. Therefore, it may be worthwhile to learn Rodríguez Moreno's (1988) four major currents of career education history:

1. Vocational guidance (during the 1930s), which attempted to identify the distinctive features of an individual and the profile of a job, so as to compare them and achieve the closest possible match between them.
2. Career development (during the 1950s), which introduced the concept of successive stages of development throughout a person's working life and, hence, the idea of a person fulfilling different occupational roles.
3. Developmental career guidance (during the 1960s), which drew on theories of development to introduce vocational notions into the school curriculum with the participation of genuine vocational guidance experts.
4. Career education or vocational education (during the 1970s), which was based on the urgent need—both nationally and internationally—to reform teaching and education with a view to creating closer links between school and the world of work and ensuring a wider distribution of better quality job information. (p. 505)

It can be said that career education has had strong relationships with vocational guidance/education, and it has supported job preparation and selection. Table 1

shows some definitions of career education collected from 23 states in U.S. in 1981 (Feller, Miller-Tiedeman, & Tiedeman, 1982).

Table 1

Definitions of Career Education Collected from Twenty Three States in U.S.

States	Definitions
Arizona	Career education combines the academic world with the world of work. It must be available at all levels of education, from kindergarten through the university. A complete program of career education includes awareness of the world of work, broad orientation of occupations, in-depth exploration of selected clusters, and career preparation for all students. This calls for all basic subjects to incorporate career education as an activity throughout the curriculum.
Arkansas	Career education in Arkansas ranges from a self awareness program to a broad introduction to occupations followed by an in-depth study of selected occupational clusters, career preparation, and placement of students.
California	Career education -- a comprehensive lifelong educational process which encourages and enables all individuals at all levels of their development to make appropriate personal applications of learning to prepare for and achieve a satisfying career and life style.
Colorado	Career education is a K-through-Adults concept that integrates career related activities into regular classroom work and makes studies relevant to student growth toward worthwhile careers.
Delaware	Career education is the totality of experiences through which one learns about and prepares to engage in work—paid or unpaid—as part of an expected way of living.
District of Columbia	Career education is a process, extending from early childhood throughout the productive life of the individual, which offers the individual opportunities for self-awareness and self-fulfillment. Specifically, it encompasses skills in oral, written and visual communication, hands-on experiences, problem solving and interpersonal dynamics. It provides for exploration of various types of occupational experiences, and the development of career goals to prepare students for participation in gainful employment.
Florida	Career education shall provide the experiences necessary for each learner to acquire the knowledge, skills, and attitudes to make career development decisions. Such knowledge, skills, and attitudes shall be the maximum the learner's abilities and motivation allow. The career development decisions shall maximize the learner's self-realization, social effectiveness, economic productivity, and moral responsibility. As a result, each learner shall carry out social roles and achieve an active, productive, and satisfying life. Career education experiences should result in knowledge of one's self and one's environment. They should prepare one to use knowledge and make wise career decisions. They should result in proven competence.
Hawaii	The process of facilitating career development of individuals by assisting them in the acquisition of knowledge, competencies and attitudes necessary for self-realization, acceptance and fulfillment of social and community responsibilities, and becoming economically self-sufficient. Individuals are assisted to take a productive and satisfying role in society by pursuing paid and unpaid work and leisure time activities which are personally fulfilling. Personal growth and development take place along a continuum through awareness, exploration, preparation and placement activities. Career education is for all learners and encompasses kindergarten through adult continuing education. • It is an instructional strategy designed to improve students' learning outcomes to prepare them for the world of work; • It involves the total community, bringing the community to the school and extending the school to the community; • It requires the cooperative efforts of administrators, counselors and teachers in every subject area.
Idaho	Career education refers to the lifelong experiences, activities and programs through which one learns about, and prepares for meaningful work. It includes experiences and activities in self-awareness,

(table continues)

States	Definitions
	awareness of the world of work, exploration of occupations, decision making, career preparation, work experience, citizenship responsibilities and life long education. In the school setting, career education is an integral part of the total educational program. As an integral part of education it is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills, and by enhancing learning achievement in all subject matter areas. Career education is a series of growth experiences which begins in the home and continues at the pre-school and elementary, junior high and senior high, post-secondary and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision making relative to additional education, preperation for employment, and understanding the interrelationship between a career and one's life and understanding the interrelationship between a career and one's life style. It provides purposefully planned and meaning fully taught experiences which contribute to self-development as it relates to various career patterns. Career education calls for a total effort to the home, school and community to help all individuals become familiar with the values of a work-oriented society and to integrate these values in their lives in a way that work becomes useful, meaningful and satisfying. Career education differs in a number of ways from vocational education. Rather then providing training for a specific vocation, it emphasizes a broad orientation to the world of work by fostering an understanding of the socioeconomic structure of our society. In the public school program the three-phase career education concept seems to be advisable. Positive self concept is stressed in the primary grades. Career awareness may be appropriate at any level, but the elementary program concentrates on this phase of career education. Career exploration may begin in the elementary programs, but is developed in the junior high and high schools. Vocational programs may be available for career preparation both in the schools and community. As career plans change, individuals may go through the career awareness, exploration, and preparation cycles many times before, and even after, retirement. Career education, as defined by the USOE, "is the totality of experience which contributes to and shapes one's career development." The role of our educational institutions in career development has necessitated formulation of philosophies, strategies, and programs referred to as career education. Career education includes, but is not limited to, learning experiences in the following areas as they relate to work: Appreciation and attitudes, self awareness, decision making, educational awareness, career awareness economic awareness, life roles awareness, skills awareness, leisure awareness, and employability skills.
Maine	The same as the definition of the U.S. Office of Career Education.
Maryland	Career education is a continuing educational process used deliberately and collaboratively by school and community to provide and assist all individuals with opportunities to develop self and career awareness, explore a variety of career options, and choose and prepare for appropriate, satisfying and potentially changing career role.
Minnesota	Career education is the process of helping individuals acquire and use those attitudes, skills and knowledge needed to develop and manage a reasoned, socially purposeful, and personally-valued life pattern in relation to work of whatever kind.
Montana	Career education is appropriately defined as an instructional strategy which extends the academics to the world outside the classroom. Because it links the "3 R's" to the outside community, it is properly viewed as a concept or an idea, not a program separate and apart from regular instruction. Career education aims to improve the outcomes of education by relating teaching and learning to the concept of career development. With such a mission, it becomes a kindergarten through adult education effort of schools to create linkages between school and community and to prepare all students for life roles, including work roles, which are satisfying, meaningful and productive. There is an increased awareness that a solid background in basic academic skills is vital for success in any human endeavor. Career education serves as a vehicle for use in increasing basic academic skills. Leaders in career education promote it as a means of bringing needed relevancy to curriculum and as a method of creating important linkage between schools and communities. There is no conflict between career education and the back to the basics idea since the "basic" mission of career education is to improve the instructional efforts of schools, thus more effectively preparing students to enter the world of paid employment and to assume other major life roles. Career education is a collaborative effort involving the home, the school and the community. It is student centered and encourages individuals to gain an understanding of themselves and their present and future roles in society.
Nebraska	The same as the definition of the U.S. Office of Career Education.
Nevada	Career development is a process that integrates learning and doing into a program which leads to the

(table continues)

States	Definitions
	development of positive attitudes toward the personal, psychological, social, and economic significance of work. The programs that provide for this process are called career development, not because the preparation for work should become the sole or even the major focus of education, but because student exploration of career interests, aptitudes, and abilities is a powerful means of effecting a much-needed fusion of reality into the curriculum.
New Mexico	The New Mexico Department of Education is not receiving any federal funding for career education. The local school districts in New Mexico may elect on their own to apply for federal funding for local career education programs. Career development is essentially a lifelong process, beginning early in the pre-school years and continuing, for most individuals, though retirement. As a process, it includes the view one has of himself or herself and her or his possible work opportunities, the choices the individual makes related to the self as a worker and the ways in which the person implements those choices. Career education is an effort that public education and the community exert in helping all individuals become familiar with a work-oriented society and in implementing these values in their lives in such a way that work becomes possible, meaningful and satisfying. Career education is a basic approach to all education, including the four career life roles of occupation, family, leisure and community. As such, it in no way conflicts with other legitimate education objective, such as citizenship, culture, family responsibility and basic education. Career education is an educational plan encompassing the kindergarten curriculum through adult education at realistic, developmental stages of the individual. Career education is not a synonymous term for vocational education. Vocational education is a part of career education and consists of programs, with very specific aims, whereas career education is based on concepts with broad long-range goals.
Ohio	The career education concept is a response to a call for educational change. Career education seeks to combine the basic school subjects with a practical and realistic approach to living and working. It combines the efforts of home, school, and community, and reaches from pre-school through adulthood.
Oregon	Oregon defines career education as "a process for improving educational programs to enhance student understanding of and preparation for work and continuing career development."
Pennsylvania	Career education is a purposeful, sequential process through which the schools, family and total community cooperatively seek to assure the satisfactory career development of young people and their preparation for adulthood and successful transition into the world of work. Further, it is recognized that this process is one which continues throughout every person's lifetime, regardless of race, sex or condition of life, and for which society is obligated to provide. More specifically, career education is a process which helps each person become aware of the many occupational opportunities available and provides each person ways to explore these according to their interests and abilities. Career education is concerned with the relationship between one's self-image and envisioned life styles and career options. It is the means whereby the individuals may acquire an understanding of our economic system and the values of a work-oriented society. It should provide the means by which people may develop worthwhile work-related attitudes and entry-level skills. These skills should include, but not be limited to, those associated with decision making, interpersonal relationships, and an essential command of reading, writing, and mathematics necessary for a productive and rewarding life.
Puerto Rico	Career education consists of all the activities and experiences through which the individual learns about work and how to be productive. Activities through which the individual learns to derive satisfaction and add dignity to the person's career choice. It is learning to live with, by and for one's self and other.
Tennessee	Career education may be defined broadly as the continual educational process for development of attitudes, skills, and knowledge through which individuals may fulfill their own unique needs with regard to occupational choice, social responsibility, economic competence, leisure time activity, and personal development. The instructional strategies necessary in the implementation of the goals of career education are infused into the total educational process. Career education includes the total community with the school and community providing the environment and resources. Career education helps all individuals, having due regard for the elimination of stereotyping of race, sex, handicap, age, ethnic origin, and economic status to become familiar with the work-oriented society. Also, to integrate these values into their lives in such a way that their roles as parent, spouse, leisurite, and community member will be relevant.
Vermont	Career education is the totality of experiences through which persons learn about and prepare to engage in work as part of their way of living. Work includes unpaid activities as well as paid employment. Career is defined as one's progress though life or in a particular vocation, a profession or occupation which one trains for and pursues as a lifework.

(table continues)

States	Definitions
West Virginia	Career education is a concept integrated into the total curricular plan aimed at improving educational outcomes by relating appropriate teaching and learning activities to personalized career decision making and preparation.

Career education in most of the states, in general, seems to be defined as an educational process to prepare students for the world of work or work-oriented society. It is also expected to be a lifelong education from kindergarten to adult, including a concept of work as individual life. Hoyt, the director of the Office of Career Education of the U.S. Office of Education, defined career education as follows:

> An effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her living. (Hoyt, 1979, p. 5)

This is also applied in Maine and Nebraska. As well, Hoyt introduced preferences in defining career education in his later paper about the survey data from the members of the National Career Education Leaders' Communication Network in completing the annual enrollment form between 1982 and 1986 (Hoyt, 1987). Seven choices were offered for a definition of career education. They were to: "promote/implement private sector/education partnerships," "equip persons with general employability skills," "career awareness/exploration/decision making," "reform education by infusing 'careers' emphasis in classes," "make 'work' a meaningful part of lifestyle," "relate education and work," and "reduce bias and stereotyping." The most preferred definition that appeared on the 1985-86 enrollment forms was "career awareness/career exploration/career decision

making." Hoyt commented that "if defined only in this way, there would be no major differences in meaning between the terms 'career guidance' and 'career education'" (p. 14). However, he seemed to see career education as something more than career guidance. In another paper written to update data reported in the 1987 paper in the same journal, Hoyt (1989) stated that "mak[ing] 'work' a meaningful part of lifestyle" and "reduc[ing] bias and stereotyping" should continue to be major priorities for the career education movement, although they were ranked the lowest among the seven (p. 287); and that *career education* would be best defined as an effort that makes each of these seven definitional approaches a component of the total package (p. 290). He later defined career education as follows:

> The total effort of the education system and the broader community to help all individuals become familiar with the values of a work-oriented society, to integrate those values into their personal value systems, and to implement them in their lives in such a way that work becomes possible, meaningful, and satisfying for each individual. (Hoyt, 1996, p. 1)

Building on Rodríguez Moreno's (1988) categorization, I would assume that career education in the 1980s and 1990s began to include the idea that career is a part of personal life. However, it was not until the end of the 20th century that career education expanded to include the concept of life planning. In the *Journal of Career Development*, Drier (2000) discussed a key feature of career and life planning within comprehensive guidance programs, and Kucher (2000) introduced South Dakota's model for career and life planning. Both use *career planning* and *career and life planning* interchangeably. In fact, more priority seemed to be put on career planning than life planning, as Drier (2000)

said, "In summary, your life today and its potential for tomorrow is enhanced and you are on a road to self-satisfaction and high performance. In this context, career planning is central to this occurring" (p. 74). Moreover, Kucher said:

> One of the most important decisions students will make is a career choice. It is hoped that with this well-coordinated integrated system, South Dakota is providing tools and resources for students to make informed education and career choices concerning their future. (p. 148)

Rodríguez Moreno (1988) characterized career education in North America and Britain and some countries of the European Economic Community as follows. She identified career education for North American counselors and their followers as all classes and types of educational experience, curricula, teaching, and guidance that are underpinned by program elements that prepare young people and adults for economic independence and personal enrichment as workers and instill in them an appreciation of the dignity of all trades and occupations. As well, she believed that all pupils should leave school possessing a basic level of maturity and training for entering the world of work and that an adult should be capable of adapting to new structures and far-reaching changes in the firm, the factory, or the farm (p. 506). She described career education in Europe and European-influenced countries as education to ensure that the adolescent makes up his/her mind as to what kind of job s/he wants and, in the medium term, puts this into practice (p. 506). Whereas career education in North America encompasses broader educational elements for work, career education in the European Economic Community seems to mean educational activities to help students to find specific jobs to pursue.

Life Planning Education

A review of life planning education leads to three categories. One is career-oriented life planning education, another is originated in sex education, and the third is developed within a home economics curriculum. Some examples of career-oriented life planning education programs include *Building Blocks for the Future*, developed by Maine State Department of Educational and Cultural Services (1991), which presents career, academic, and life-skill activities. One of the areas in the curriculum is "career awareness and life planning," the objective of which is to focus on career awareness. Life planning seems to end with the choice of a career.

The United States Army Recruiting Command and the National Consortium of State Career Guidance Supervisors were involved in a program called *Planning for Life*; and again, it is focused on encouraging youth to make career plans (Drier, 1994).

Project SCORE (School and Community Offering Resources for Employment) was undertaken in Texas to develop a system to help high school students to move with confidence from school to work and further education. Equipping students with the knowledge and skills to succeed, they expected the recovery of school dropouts, lower unemployment, and more productive business. Although the program includes career and life planning as a concept, the rest of the program focuses on career exploration. It is designed mainly to prepare students "to be successful in the workplace and promote lifelong marketability" (Collin Country Community College, 1995, p. 2).

ENGAGE is a career development program developed in Canada. It provides "high-school-aged youth with the skills, knowledge, and motivation necessary to take responsibility for their life planning/learning both inside and outside school"(Robb, 1995, n.p.).

A career life planning program entitled Career Life Planning was developed by the Center School District in Kansas City, MO. Its goal is to have students gain awareness and exploration of their future career. As a final assignment of the program, students are expected to finish their research of one to three careers "to determine required schooling or training, pay scales and whether employment opportunities in those fields are growing, leveling off or declining" (Lewis, 1997, p. 17).

In contrast to those programs which focus strongly on career, the following two curricula include slightly different concepts. Life-Skills curriculum in Montgomery, AL (Troy State University, 1993) covers topics such as stress management, conflict management, improving communication skills, self-esteem, values, and decision making, as well as career and life planning skills. The focus is on career exploration, using a vocational interest inventory and creating awareness of career choices.

The Horizons: 2000 Career and Lifeplanning curriculum is another unique example of career-oriented life planning education. It has been field-tested in the Northern Virginia school systems. Horizons: 2000 is basically aimed at promoting female students' self-esteem in order for them to attain better academic achievement, career motivation, and life planning. Life planning in this curriculum

considers not only career planning, but also marriage, family, health, leisure, travel, and friendships. However, it is "specifically designed to correct gender bias in education by addressing contemporary needs of female students" (Bartholomew, 1995, p. 51).

These career-oriented life planning programs are essentially intended to be taught by counselors. Some programs expect teachers as well as counselors to be involved, but the highest expectation is that counselors are teachers.

Another kind of life planning education is one created by the demand for sex education because of a high teenage pregnancy rate. The following are examples of that kind of life planning education.

Branch, Milliner, Philipson Bloom, and Bumbaugh (1985) reported a program called STEP (The Summer Training and Education Program) introduced in 1985. STEP has three objectives: to increase participants' level of achievement, to increase their ability to make responsible decisions about sexual behavior, and to increase their career awareness. However, looking at the life planning component, it is obvious that the program is "aimed at developing responsible social and sexual attitudes and behavior among participating youth" (pp. 1-9).

Weiner (1987) introduced the Life Planning Education program as sex education curriculum, which was developed by the Center for Population Options (CPO; 1989) in Washington, DC. Life Planning Education is different from traditional sex education in terms of its approach. It focuses on two tasks: "(1) preparing for the world of work and (2) dealing with their sexual and

reproductive development, feelings, and behaviors" (p. 3). It ties sex education in with career education. This is because there are concerns that teenage pregnancy leads to consequences such as school dropouts, fewer career options, and unemployment (p. 26). That is, Life Planning Education was developed in response to high rates of teenage pregnancy.

Living Smart: Understanding Sexuality Into Adulthood is another curriculum that has a life planning concept in sex education. It was developed by staff from the Arkansas Family Life Education Project (AFLEP). This program has a section called "Planning My Future" to help students "discover the connection between their values, decisions, behaviors and life out comes" (Core-Gebhart, Hart, & Young, 1994, p. 4). As the title of the curriculum indicates, its focus is sexuality education. Those life planning education programs which have strong relationships with sexuality education are expected to be taught by counselors as is the expectation within career-oriented life planning education programs.

Home economics is the third and final curriculum that includes life planning education. For example, the life planning course in Ohio State's Work and Family Life is such an example. Work and Family Life is a secondary home economics program aimed at "the development of the process skills of managing work and family life, solving personal and family problems, relating to others, and assuming a leadership role as a responsible citizen" (Kister, Laurenson, & Boggs, 1994, p. 1). Therefore, the content of the program is focused on six areas: personal development, resource management, life planning, nutrition and wellness, family relations, and parenting (Ohio State University, 1992). Life

planning is one of the six areas. This course focuses on "using practical problem solving to set goals regarding life choices in the areas of career, personal and family relationships, wellness, and use of resources" (Kister et al., 1994, p. 1). It includes components related to career education, such as researching the world of work and identifying job search skills and strategies for keeping a job, and sex education, such as mate selection and marriage. However, neither is a main focus. Personal and family wellness, interpersonal relationships, resource management, and career choices are all considered necessary for balanced life planning. Because Work and Family Life is a home economics program, it is expected to be taught by home economics teachers.

Definition of Career and Life Planning Education

By reviewing the literature related to career and life planning education, I decided to include a concept of work and life, and making goals and choices in the definition of career and life planning education that I apply in this study. Therefore, I define career and life planning education in this study as education that facilitates the development of career and life goals and choices. Career encompasses both paid and unpaid work, and life comprises resource management, interpersonal relationships, personal and family wellness, and gender and sexuality.

Focusing on CALM in Alberta and LP in Japan

Alberta: CALM

Implementation and Program Organization of CALM

In response to increasing public criticism and concern over education (Bosetti, 1990), the Secondary Education Program Review was launched in 1984 by the Alberta government. The review involved commissioned studies on adolescent need and attitude, forecasts of a reasonable future for Alberta and Canada, a Gallup Poll to determine the views of the public, student opinion polls, a newspaper-style questionnaire delivered to all households in the province, news of changes occurring in other provinces and countries, and public forums held across the province (Alberta Education, 1985, p. 3). Alberta Education received comments and suggestions from educators and the public during the 1984-85 review. Many of them asked for a course in which students can gain practical life skills: "They felt students needed to be better prepared to make important decisions about careers, personal finance, interpersonal relationships, health and lifestyle" (Dinning, 1990, p. 8). Life skills were already being taught in several of the optional courses such as family studies and personal living skills. However, they were not compulsory, and not all students were taking these courses. As a result, it became necessary to make major revisions in secondary education in order to meet the needs that were identified.

Alberta Education set up a project team and prepared a plan. Some research was completed to determine what was being done in other areas of the world; that is, what skills, knowledge, and attitudes were likely to be important

over the next decade and what resources were already available. Advisory committees were formed as the next step. In order to develop CALM, a steering committee, along with three working committees, was made up of classroom teachers, counselors, school and system administrators, and people from other government departments. Because there had been no previous courses like CALM in Alberta, the committees started their work with a discussion of philosophy. Then they proposed various curriculum models, listed all the concepts that were considered essential, and helped the project team identify meaningful resources for students and teachers.

The proposed CALM curriculum consisted of three major themes: Interpersonal Relationships, Life Career and Lifestyle. Interpersonal Relationships included subthemes, 'Dynamics of interpersonal and family relationships' and 'The family and social issues' for the 20 level, and 'Marriage' and 'Child development and parenting' for the 30 level. Life Career included subthemes, 'Career awareness and preparation' and 'Career planning' for the 20 level, and 'Career awareness and preparation' and 'Career planning' for the 30 level. Lifestyle included subthemes, 'Lifestyles, personal finance, and life management' and 'Active health and fitness' for the 20 level, and 'Living on your own' and 'Senior side of living' for the 30 level. Because the Grade 10 program schedule for students was very restricted, it was recommended that CALM be mandatory at the Grade 11 level and optional at the Grade 12 level.

The CALM curriculum was field-tested during the 1986-87 school year and became available for optional implementation in the 1987-88 school year. Final

authorization for the program was given in May 1988. For all Alberta high school students entering Grade 10 in the 1988-89 school year, CALM 20 became a mandatory course for a high school diploma. Because CALM was designed as a Grade 11 course, the majority of the students took CALM 20 in the 1989-90 school year as a mandatory program. It was the first new core curriculum to be developed and introduced into the secondary education curriculum since the Grade 10 physical education curriculum was implemented in 1966 (Bosetti, 1990). The three-credit CALM course became a requisite for earning an advanced or a general diploma in 1991 and for a Certificate of Achievement in 1992. CALM 20 can be extended into a four- or five-credit course by expanding two or three of the modules. It may also be taken at the Grade 10 or 12 level.

In the first revision the structure of the course was divided into two sections, the core section and the optional section. The core section consisted of five themes: self-management, well-being, relationships, careers and the world of work, and independent living. The optional section had another five themes: human sexuality, dealing with crisis, entrepreneurship, consumer and investment choices, and cultural bridges. By the time of the 1989 revision the core curriculum consisted of six themes: self-management, well-being, relationships, careers and the world of work, independent living, and human sexuality. The remainder of the optional themes stayed in the optional section. Further, in a 1993 draft CALM curriculum, the structure was revised again. Personal and interpersonal challenges, career explorations, and financial planning and

consumer choices became the three main modules. However, this draft was never officially approved.

A major concern was that no suitable basic student text could be found. Consequently, a text was especially developed for CALM. In addition, seven videos were made for broadcast by ACCESS Network, and an accompanying manual was prepared. The videos show the field-test teachers and committee members teaching the various themes and discussing with students the issues related to the course. Further, a prescribed course of studies, teacher resource manuals, and an implementation manual were created and became available through the Learning Resources Distribution Center in Edmonton.

Rationale, Philosophy, and Objectives of CALM

Carr and Kemmis (1986) suggested that inquiry into the preconditions that make certain interpretation of reality available helps to reveal the historical and social causes of action (p. 95).

In Alberta in June 1985 a policy statement was released by Alberta Learning (2000; formerly Alberta Education) in response to a review of secondary education programs. The review was preceded by a newspaper-style brochure and questionnaire distributed to all the households in the province, letters and phone calls from the public, a Gallup Poll, views of a representative group of students, an analysis of current trends in education (national and international), and forecasts of the future for Alberta and Canada (Alberta Education, 1985, p. 3). The policy had its philosophical foundations, which reflected not only the goals and purposes of education in Alberta, but also the economic and social

goals of the provincial government (Bosetti, 1990, p. 59). The government developed the following social and economics goals that were carried in the philosophical basis of education in Alberta.

> The Government of Alberta bases its actions upon a belief in the rights of the individual within our democratic society. Each Alberta citizen has the right to the opportunity to achieve the highest social and economic standards. Along with this right, the individual has a responsibility of contributing, as best as he or she can, to the economic and social well being of our society. (Alberta Advanced Education and Manpower, 1977, p. 2)

A philosophical orientation was reflected in the stated commitment to providing educational services in its ultimate aim in education, which is "to develop the abilities of individuals in order that they might fulfill their personal aspirations while making a positive contribution to society" (Alberta Education, 1978). The Alberta Education 1985 *Secondary Education in Alberta* policy document supported this aim. Principle #2, among the eight principles in the document (See Appendix A: Guiding Principles for Secondary Education in Alberta), stated that the nature and needs of a changing society must be taken into account for the development and implementation of the instructional program (p. 8).

This congruence shows that "the Government perceives the educational system, through defining its educational programs, as significant in assisting Alberta to achieve its economic and social goals" (Bosetti, 1990, p. 60). That is, students were expected to meet the nature and needs of the society as well as the nature and needs of themselves.

Further, Principle #3 (Alberta Education, 1985) stated:

> Secondary schools must prepare students for responsible citizenship in a society, which is changing constantly. The best preparation for students to enable them to anticipate and shape the future is a broad general education with emphasis on critical and creative thinking, communication, personal development, science and technology, and an understanding of the community. (p. 8)

Therefore, on one hand, *Secondary Education in Alberta* (Alberta Education, 1985) was aimed at meeting the economic and social goals of the government's perspective. On the other hand, it was to encourage students as future responsible citizens to anticipate and shape their society by developing "critical and creative thinking, communication, personal development, science and technology, and an understanding of the community" (p. 8).

The newly developed curriculum for CALM 20 was prescribed within the *Secondary Education in Alberta* (Alberta Education, 1985) policy statement and supported the following aims, which appeared in the philosophy (Alberta Education, 1989):

> Career and Life Management 20 will provide all senior high school students with opportunities to develop and practice their skills in communicating, thinking and dealing with feelings. This will be done in situations that will help them to build confidence in their ability to cope with the stress of growing up and living within a rapidly changing society. (p. 1)

CALM 20 is sometimes considered an extension of the elementary-junior high school health curriculum. However, because it has six themes—self-management, well-being, relationships, careers and the world of work, independent living, and human sexuality—it is more than a 'health' course and is designed to provide students with the knowledge and skills to take control of or to manage their own lives (Bosetti, 1990, p. 67). Career and financial aspects are

not covered in health education and their inclusion makes CALM unique. It is also important to note that the six themes have an interdisciplinary relationship. A member of the steering committee summarized a philosophy, which clarified their understanding of the goal and mission in the development of CALM as follows.

> The CALM curriculum was designed to be interdisciplinary in each unit. That is, each unit or theme does not stand in isolation. We do not operate as neat little squares; what we do in our personal relationships may impact our career choices, our financial goals and our human sexuality. This is the kind of concept that we wanted to get across to students through CALM. (Bosetti, 1990, p. 100)

In fact, this concept was shown in the General Objectives of CALM 20 (Alberta Education, 1989):

> The student:
> 1. develops a more positive self-concept and an understanding of personal interests, values, aptitudes and abilities
> 2. promotes independent personal management by developing the ability to make choices and accept challenges that take into account significant others, values, responsibilities and resources
> 3. develops an awareness of health as a resource for everyday living: that health maintenance contributes to achieving control over and improvement of personal well-being; to the process of realizing goals and satisfying needs, and to coping with changes in the environment
> 4. develops knowledge about career options and determines personal career strategies
> 5. develops an awareness of the relationship between and among personal economics, lifestyle and occupational planning
> 6. develops the ability to deal with feelings, and to apply effective thinking and communication skills in order to function well in society. (p. 2)

CALM 20 begins with the theme of self-management, in which students are expected to gain confidence in their ability to cope with the stress of growing up in a rapidly changing world and to deal with their feelings. In addition, these skills would help students to understand and appreciate how well-being, careers,

relationships, health, and finance all affect their lives. The following delineates subthemes under the six core themes (Alberta Education, 1989).

Theme A: Self-Management

1. Building Communication Skills
2. Building Self-Awareness
3. Choices and Challenges

Theme B: Well-Being

1. Nature of Well-Being and Healthy Lifestyle
2. Factors Affecting Personal Well-Being
3. Maintaining and Enhancing Personal Well-Being
4. Choices and Challenges

Theme C: Relationships

1. Understanding Relationships
2. Recognizing Commitments and Expectations
3. Developing, Maintaining and Enhancing Stable and Satisfying Relationships
4. Dealing with Grief and Loss
5. Choices and Challenges

Theme D: Careers and the World of Work

1. Career Planning Process
2. Personal Career Plan
3. Establishing and Implementing a Career Plan
4. Choices and Challenges

Theme E: Independent Living

1. Lifestyle Choices
2. Personal Financial Management
3. Choices and Challenges

Theme F: Human Sexuality

1. Self-Management
2. Well-Being
3. Relationships
4. Within the Workplace
5. Choices and Challenges

Students are expected to develop ability, knowledge, and awareness to manage their present life. This fact is also articulated in the statement of the Curriculum Integration (Alberta Education, 1989):

> It is recommended that, in general, students direct their skills and knowledge to meet challenges that are important to them at this time. As the course progresses, the challenges identified should gradually assume a long-term perspective, and the action plans should reflect that perspective. (p. 4)

A future life planning aspect is included to be addressed as the course progresses. CALM 20 is not designed to have future life planning as its main objective. Instead, it is designed to commonly integrate three generic skills all through the six themes for the core curriculum and four themes for the optional (see Appendix B: Integration of Themes, Concepts, and Generic Skills). These skills are skills in thinking and learning, communicating, and dealing with feelings. Therefore, it can be said that through the six interdisciplinary themes of CALM curriculum, a student is expected to develop the ability to manage his/her life by developing the three generic skills.

Japan: Life Planning (LP) in Home Economics

Implementation and Program Organization of LP

Life planning education in Japan exists in the senior high school home economics curriculum. Saito, Okamura, Ueno and Makino (1999) reviewed the Course of Study documents and the textbooks prescribed by the Ministry of Education and summarized the transition of life planning education in the home

economics curriculum as follows. Only the themes related to life planning education were selected for the following summary.

> The first stage: Importance of life planning as a wife and mother was emphasized in the text.
> Life planning themes in the 1970 revision of the Course of Study implemented in 1973.
> (1) Family and Family Management
> b. Family Life Management
> (b) Family Life Planning
>
> The second stage: Life planning based on family life cycles was indicated in chronological diagrams and charts.
> Life planning themes in the 1978 revision of the Course of Study implemented in 1982.
> (1) Family Life Planning and Family
> d. Life Planning
> (a) Family Life Cycles and Means for Life Planning
>
> The third stage: Life planning based on family life cycles was described in charts.
> Life planning themes in the 1989 revision of the Course of Study implemented in 1994.
> (1) Family and Family Life
> c. Life Planning
> (a) Meaning of Life Planning
> (b) Life Stages and Life Planning

It was not until the 1970 revision of the Course of Study that life planning education appeared in Japanese home economics education. With this revision, family life planning was included within family and family management in the senior high school home economics curriculum. Life planning in this curriculum was for better management of family life (Ministry of Education, 1970). The focus of life planning was on an individual student's present family life. That is, the family was the central focus in life planning; it was life planning for the family, not for individuals. For example, an individual is considered as a member of a family,

and parent-child relationships are the focus rather than other personal relationships.

The next revision of the Course of Study was made in 1978 (Ministry of Education). The senior high school home economics curriculum used the term *life planning* without *family*, although it was under family life planning. One of the items under family life planning and family, family life cycles, and means for life planning indicated that students should understand that a family begins with marriage and generally changes based on family life cycles. An idealistic image of a family life plan seemed to be described in the curriculum.

With another revision of the Course of Study in 1989 (Ministry of Education), the senior high school home economics course became mandatory. Before this revision, home economics at the senior high school level was mandatory only for female students. This Course of Study is currently in use and will be replaced with the newly revised Course of Study in 2002. Life planning in the 1989 Course of Study has continued to be included under the first item, family and family life, in the home economics curriculum. Life planning based on life stages beginning with marriage is still considered important.

Rationale, Philosophy, and Objectives of LP

The following is the general objective of senior high school home economics in the 1989 revision of the Course of Study implemented in 1994 and currently in use: "To acquire basic knowledge and skills concerning family life, to understand the significance of family life, and to develop abilities and positive and practical attitudes for family life and vocation related to family life" (Ministry of

Education, 1989, p. 13). There are three subjects in home economics: General Home Economics, Life Skills, and General Skills. One of them is required for all students. Therefore each school chooses one and offers it to its students. General home economics is the most commonly offered among the three. The objective of general home economics is to have students "acquire basic knowledge and skills of clothing, foods, housing, family and child development in terms of family management and to develop abilities and attitudes to improve their family life" (p. 24). The basic concept of home economics is to promote better family life. Takada (1991) observed that the senior high school home economics curriculum can essentially be characterized by family management, in which students develop the ability and attitude to manage their family life (p. 181).

The themes of the curriculum of General Home Economics are stated as follows (Ministry of Education, 1989):

(1) Family and Family Life
   a. Family Functions and Family relations
   b. Family Life and Family Management
   c. Life Planning
   d. Seniors' Life and Welfare
(2) Home Economy and Consumption
   a. Family Economic Life
   b. Consuming Life and Awareness as Consumers
   c. Utilizing Information about Living
(3) Planning for Clothing Life and Sewing
   a. Function of Clothes and Fashion
   b. Textile and Clothing Management
   c. Sewing Clothing
(4) Planning for Diet Life and Cooking
   a. Family Meals and Nutrition
   b. Characteristics of Foods and Selection
   c. Making a Menu and Cooking
(5) Planning for Housing Life and Housing Management
   a. Function of Housing and Housing Life Planning
   b. Housing Characteristics and Management

(6) Child Rearing and Parental Roles
   a. Adolescent Lifestyle and Marriage
   b. Health of Mothers and New Born Life
   c. Child Rearing
   d. Human Development of Children and Parental Roles
(7) Home Project and Home Club Activities

Life Planning is placed under family and family life in General Home economics. The objectives of (c) life planning under (1) family and family life are:

(a) The Meaning of Life Planning
To have students understand the necessity of having short-term life planning and long-term life planning in order to have a satisfactory family life. Mainly to have students engage in long-term life planning, to encourage them to have future life conceptions and to have them consider issues in long-term life planning that high school students may face.

(b) Life Stages and Life Planning
To have students understand life issues in each life stage in order to consider long-term life planning and encourage them to make long-term life planning decisions based on their own future life conceptions. (Ministry of Education, 1989, p. 26)

On one hand, long-term life planning for individuals is emphasized in the objectives of life planning. On the other hand, life planning continues to be based on life stages beginning with marriage.

Further, the conception of life planning is applied to clothing, foods, and housing. Economy, consumption, and child rearing are also issues to be considered in life planning. Therefore, in a sense, the entire General Home Economics curriculum is related to life planning. However, because life planning education has existed in home economics, it cannot be denied that the fundamental rationale and philosophy of life planning in home economics are based on family life instead of each student's individual life.

Comparison of CALM and LP

Through a review of Alberta's CALM and Japan's LP in home economics, some similarities and differences were found (see Table 2). The first three differences seem to prevent LP from having a more extended career and life planning aspect. Planning can begin with personal life before considering family life. Life planning can be more comprehensive and include career planning. As well, it is important to investigate choices and challenges in order to make a plan.

Table 2: Comparison of CALM in Alberta and LP in Japan

Similarities	Differences
1. Both are required. 2. Both are offered at the senior high school level. 3. Both have contents of future career and life exploration instead of only current career or life planning. 4. Both deal with students' present and future lives. 5. Both share similar content, such as maintaining a healthy diet, family relations, lifestyles, financial management, consumer concerns, and pregnancy.	1. Whereas Alberta CALM emphasizes the need for personal self-management skills or the ability to organize and shape one's life occupationally, financially and socially, Japanese LP focuses more on family life. 2. The career planning aspect is included in CALM, but not in LP. 3. Whereas LP includes planning aspects in clothing, diet, and housing life, CALM provides opportunities to examine choices and challenges at the end of all six themes: self-management, well-being, relationships, careers and the world of work, independent living, and human sexuality. 4. Whereas different subject teachers can teach CALM, LP is taught by home economics teachers.

With regard to who would teach the program, Alberta Education researcher Patterson (1986) stated that "the teacher ideally should be an

individual with process skills" and that "possible sources are the Personal Living Skills program and the guidance and counseling service to name only two" (p. 4). This implies that home economics teachers who were teaching the personal living skills course were expected as individuals to teach CALM 20. However, it is not specified. That is, any subject teacher can teach CALM 20.

In 1993 Peterat and Khamasi (1996) delivered surveys to all home economics/family studies co-ordinaters in the Ministry of Education of each of the 10 Canadian provinces in order to review the current status and challenges of home economics/family studies curricula in Canada. As a result, the respondents recognized CALM 20 as a home economics/family studies course.

Bosetti (1990) introduced the following interesting comments made by two educators in terms of the relationship between home economics and CALM. One school administrator explained:

> CALM was a political decision. It was a matter of the Government asking 'what does the public want?' and then responding to their concerns and needs without really looking to see if we were already fulfilling those needs in the existing secondary education program. Consequently, CALM is little bits and pieces of existing courses. There were other ways to address the concerns and issues raised by the public without developing a new curriculum. For example, Alberta Education could have beefed up existing Family Life or Personal Living Skills programs, or directed more funds to guidance and counseling programs. Thus, I think that the decision to develop CALM was a political one in that it was a very visible answer to a problem, one that the Government could go to the public and say 'now we have addressed your concerns.' (p. 75)

Another curriculum supervisor commented:

> I would go so far as to say that CALM is a Home Economics course. However, Home Economics has a certain stigma attached to it, therefore there is no way, politically, that Alberta Education would make Home Economics mandatory, even though they could have saved thousands of dollars in the development of a new curriculum, because the Home Economics curriculum already existed. The reality was that socially, a mandatory Home Economics curriculum would never be accepted. (Bosetti,1990, p. 75)

In Japan we have a mandatory home economics curriculum at all levels of elementary, junior high, and senior high school. However, the existing curriculum does not include a component of career education. Alberta solved this problem by developing a new curriculum for CALM 20. It is time for us Japanese educators to face that same deficiency.

We also need to keep in mind that it should be fundamental and applicable for high school students, who are in the life stage during which they establish their identities. It must be designed to emphasize personal life management and planning as well as career development.

CHAPTER III

PREPARING TO COOK

I have identified and described the ingredients I need to make the stew. Now I will prepare myself for cooking by putting an apron, checking through the recipe, and taking out a pot and the cooking tools that I need to cook the stew.

A. Design of the Study

Experiencing the two contradictions in Japanese home economics education, I was enthusiastic to employ a methodology to describe the complexity of human experiences that is also consistent with the goal of home economics education, which is to develop human beings. Hermeneutics can facilitate my intention, as Kanu (1993) wrote:

> Hermeneutics developed as a reaction against dominant epistemological and metaphysical presumptions which were deemed to foreclose and limit the possibilities of human knowing. By uncovering the assumptions immanent in the universal, scientific conception of knowledge, hermeneutics has emerged as a resistance to a unified, scientific methodological approach to knowledge and knowing. Henceforth, as a general theory of knowing, hermeneutics would establish both the methodological procedure and condition for valid understanding unique to the human sciences. (p.56)

Therefore, a hermeneutic approach, or "the study of understanding" (Palmer, as cited in Gallagher, 1992, p. 3), is applied in this study to investigate the meanings of career and life planning education.

Chapter I introduced the origin of the study by telling a story of my experiences as a teacher and a researcher. Chapter II critically reviewed the literature related to youth and career and life planning education, and from it I

created a definition of career and life planning education to be used in this study. My intention here was not to make a catalogue of career education or life planning education, but to provide a base to begin a search for a meaning of career and life planning education. I analyzed documents related to CALM in Alberta and the life planning component of home economics education in Japan. I examined and compared curricula, related documents and articles, their implementation, and the present situations in Alberta and Japan.

In order to begin the main research activity, I picture the entire study in Chapter III. I studied hermeneutics and interpretive inquiry in terms of relation to this study. Further, I conducted an action research pilot study, linking a classroom and teacher in Japan with a classroom and teacher in Alberta. This was a beginning to "a way of knowing" (Carson, 1992, p. 114) career and life planning education. This chapter also includes the participants and their involvement, data collection, credibility, transferability, dependability, and confirmability of this study.

In Chapter IV, I present my interpretation of students' and teachers' experiences in CALM and perspectives toward career and life planning education.

Chapter V provides my reflection of the interpretation that I made in Chapter IV in order to explore the meaning of career and life planning education, because "interpretation is the primordial condition of human self-understanding" (Smith, 1991, p. 192).

The final chapter discusses an application of the findings of the study in order to improve Alberta CALM and Japanese life planning education as well as possible challenge that may emerge in Japan.

Hermeneutics

Identity of Hermeneutics

Many scholars (e.g., Dilthey, 1976; Gadamer, 1988; Heidegger, 1962; Palmer, 1969; Ricoeur, 1981) have described hermeneutics. Gallagher (1992) collected those definitions, summarized them, and reported that "the majority of them identify understanding or interpretation, especially as related to language and text, as the subject matter of hermeneutics" (p. 4). In addition, Ellis (1998) based on Schleiermacher's 1819 work, presented three themes as being central to hermeneutics. They are also noted in Smith (1991) as the following: "the inherent creativity of interpretation, the pivotal role of language in human understanding, and the interplay of part and whole in the process of interpretation" (p. 190). I believe that these three themes guided me to answer my main research question.

Creativity of Interpretation

In the early history of hermeneutics, it was confined to interpreting biblical texts. However, according to Gadamer (1988), all kinds of textual expressions such as oral speech and human action are included in hermeneutics. Applying Gadamer's notion, I employ conversation as one of the research modes for this study. Conversation can start with questions and answers. However, it is different

from interviewing, in which an effort is made "to gather information about perceptions or practices" (Carson, 1986, p. 78). Conversation makes interpretation creative rather than the reporting of facts, in which the task is to provide an account of people's thoughts and actions from their point of view. Conducting a conversation "implicates a revealing of something held in common" (p. 78). Questioning through conversation pulls out experience to share. And by reflecting experience, we make meanings because "experience becomes meaningful only after it is thought about" (Britzman, 1991, p. 231). Therefore, I was not interested in gathering information about CALM through interviewing, but rather, in creating new meanings of career and life planning education by sharing my experience and perspectives and by interpreting the teachers' and students' experiences in CALM. Further, questions herein have to be pure questions because "if the question already has a predetermined answer it closes off the possibility of arriving at true understanding" (Kanu, 1993, p. 68). We have to admit that we do not know the answers. Kanu wrote: "Knowing and admitting that we do not know enables us to ask questions in order to know and the questions in turn open the being of the object we wish to inquire into" (p. 69). In this study the question "What does career and life planning education mean?" is the topic that sustains my conversations with students and teachers. Hermeneutic interpretation is framed by people's common language and experience "so that whatever I say about you is also a saying about myself" (Smith, 1991, p. 201). That is, hermeneutics deepens our understanding and creates new meanings.

The Pivotal Role of Language

Such interpretive work involves language. In order to articulate my understanding, I was particularly attentive to the use of language, which is "a central concern of hermeneutics" (Gallagher, 1992, p. 5). My language may limit interpretation of meaning. When I put my research experiences into language, the language may not stand for all I gained from the study. However, "that the interpretation that achieves this takes place through language does not mean that it is a translation into a foreign medium, but represents the restoration of the original communication of meaning" (Gadamer, 1988, p. 331). Further, I appreciated that interpretation would enhance creative meanings to develop rather than limit them. Language has a possibility of creating new meanings. Smith (1991) elaborated on this as follows:

> My language contains its anticipation of being transformed in the face of new lived realities. How I will be transformed depends upon my orientation and attitude toward what comes to meet me as new; whether I simply try to subsume or repress it within prevailing dispensations (possible prelude to war or hostilities) or whether I engage it creatively in an effort to create a new common, shared reality. (p. 193)

I intended to orient myself to open up to a new common, shared reality, which is a new understanding. When the new understanding is created in myself, it includes who I am. The language not only expresses my understanding but also contains myself. Thus, the language involves some concerns, such as those that Gallagher mentioned: "One task of hermeneutics is to identify the different factors, including the epistemological, sociological, cultural, and linguistic factors, that

condition the process of interpretation" (p. 5). Therefore, I attempted to consider all of the appropriate factors when I pursued hermeneutical understanding.

My understanding was described in written language. While I wrote my interpretation of my conversations with the teachers and students, my understanding of the meaning of career and life planning education took place. Ellis (1998a) said:

> In writing, we compose ourselves, putting our understanding together again in new ways. Writing invites reflection and deliberation: reflection on meaning as we search for the right words, and deliberation about the relationships among experiences or ideas as we evaluate the argument or interpretation we put forward in writing. Often, the insights and connections emerge from the very process of the writing itself. Thus, one can and should begin the writing without knowing everything one will say or write about. (p. 6)

A new understanding of meanings explicitly emerged in the process of writing. "If language is a *meinen*, a meaningful intention, it is precisely in virtue of the surpassing of the event by the meaning" (Ricoeur, 1981, p. 134).

Parts and Whole

I attempted to grasp the whole and to integrate the parts of this study in order to construct the whole. Trying to understand the whole; the meaning of career and life planning education, I collected parts such as the field notes of what I saw and felt by observing classes, materials used in class, audiotapes of conversations with teachers and students, and my personal journals reflecting upon the observations and conversations. In the observations and conversations, I collected both textual and nontextual data in my study. For example, Gallagher (1992) wrote, "Hermeneutics also deals with nontextual phenomena such as

social processes, human existence, and Being itself" (p. 6). Furthermore, in Jardine's (1992b) words, "Hermeneutics' task is to collect the contours and textures of the life we are already living" (p. 116). Thus, I looked for not only textual but also nontextual phenomena such as the atmosphere in the class and something unsaid in the conversations. In order to do so, I recognized that I needed to be sensitive, as Kanu wrote:

> In a research conversation the researcher needs to be sensitive, both during the conversation and in reflecting upon it later, to what is implicit and unsaid whether as a source of criticism or as a positive contributions to the discourse. (p. 71)

This sensitivity can also be applied to observations. Such sensitivity assisted me in collecting as many parts as possible, and at the same time not losing a sense of the whole.

Understanding and Explanation

Another concern with hermeneutics is a difference between understanding and explanation. Explanation theory comes from the positivistic natural sciences, in which I used to live and from which I would like to step away. Understanding theory emerges from human sciences, which is the direction I would like to go. Kanu (1993) said:

> Explanation theory holds that the mode of understanding borrowed from the natural sciences could be sufficiently applied to the historical disciplines and that human phenomena could be structured in terms of stable regularities which can be empirically verified as in the positivistic sciences. In short, explanation theory argues that the explanatory procedures of the natural sciences are a necessary and sufficient model for a philosophy of knowledge.
>
> Understanding theory, in contrast, holds that approaching human phenomena according to the methodologies of the natural sciences may

> be necessary but it is not sufficient for an adequate understanding of human phenomena. (pp. 54-55)

For Ricoeur (1981), "to explain is to bring out the structure" (p. 161), and "to interpret is to follow the path of thought opened up by the text (p. 162). I did not intend to explain what CALM is or to bring out how CALM is structured. Rather, I tried to reveal meanings of career and life planning education through writing my interpretation of the parts I have collected. Ricoeur (1981) also stated that "to interpret is to explicate the type of being-in-the world unfolded in front of the text" (p. 141). That is, I accessed other people's experience, "being-in-the world," by means of interpretation. Further, interpretation, "being a particular province of understanding" (p. 150) guided me to understanding. Thus, I addressed an understanding of the meaning that people's experiences held for them. "What we wish to understand is not the fleeting event, but rather the meaning which endures" (p. 134).

Interpretive Inquiry

Interpretive inquiry usually begins with a question which "reflects a relationship of care or responsibility and an attitude of openness and good will" (Ellis, 1998b, p. 19). "Why is this happening?" and "How can I or anyone help?" are common entry questions. Ellis continued, "Sometimes the questions have to do with the research's desire to learn from something that apparently works well. In these instances, the question often takes the form of 'How does this work?'" (p. 19). Ellis described my case. I was searching to discover how the career and life management course that exists in Alberta works at the school level in order to facilitate students' development of career and life planning perspectives. CALM is

currently undergoing revision. This left me somewhat suspicious, thinking that everything needs changing and everything has both pros and cons. Thus, I was also interested in what issues were related to CALM. What I did in this study did not give complete answers to the questions, but I uncovered issues related to my concerns that motivated me to conduct the inquiry, and I sought to open a window for further research.

> Hermeneutical inquiry aspires to this kind of generativity. Research done in this manner may not necessarily provide the final answer to a question or a complete solution to a problem; rather it opens up promising directions for further inquiry or efforts. From interpretive inquiry we learn to think more fruitfully than we could before in our efforts to gain wisdom or find helpful approaches to difficult problems. (Ellis, 1998a, p. 10)

I brought forth possibilities of gaining more meaningfulness for career and life planning education in Alberta and Japan. Packer and Addison (1989) stated that "interpretation is the working out of possibilities that have become apparent in a preliminary, dim understanding of events" (p. 277).

Ellis (1998b, p. 20) visualized the process of an interpretive inquiry project as a series of loops in a spiral, as Figure 3 shows, in order to track the progress or development of the project. In my study the first loop is represented by the action research pilot study that I completed, and the following loops are comprised of the research, which included collecting materials, observing classes, and engaging in conversations with teachers and students in CALM. In the forward arc of the spiral I collected data, and in the backward arc I interpreted the data. What I learned in the previous loop provided a "direction or reframing of the question for the next loop" (Ellis, 1998b, p. 20).

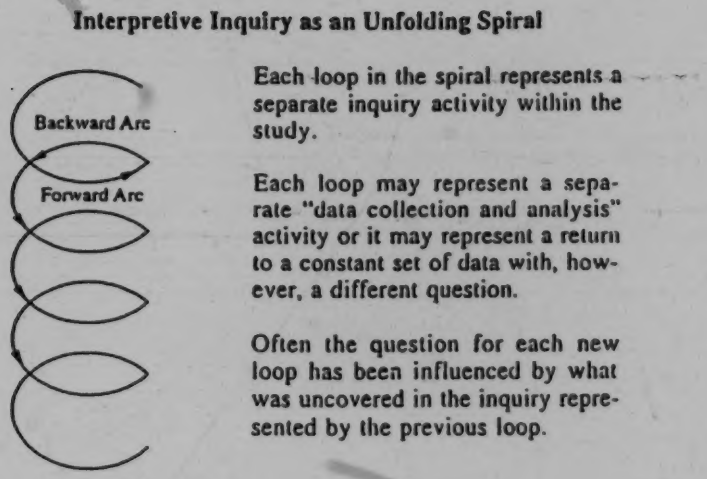

Interpretive Inquiry as an Unfolding Spiral
Backward Arc
Forward Arc
Each loop in the spiral represents a separate inquiry activity within the study.
Each loop may represent a separate "data collection and analysis" activity or it may represent a return to a constant set of data with, however, a different question.
Often the question for each new loop has been influenced by what was uncovered in the inquiry represented by the previous loop.

Figure 3. The process of an interpretive inquiry project.

Packer and Addison (1989) also explained the meaning of *forward arc* and *backward arc*. They noted that a researcher uses the forward arc to make some initial sense of the research participant, test, or data; and in the backward arc the researcher evaluates the initial interpretation and attempts to see what went unseen before. Thus, in the forward arc I needed to be aware of my preconceptions, pre-understandings, or prejudices. In the backward arc, I saw what was previously invisible. I needed to reexamine the data and search for coherence and reasonableness in the behavior of others.

Packer and Addison (1989) suggested that a "true interpretive account" helps researchers, the people participating in the research, and ultimately supports progress by addressing their concerns. They noted that "concerned engagement" distinguishes interpretive inquiry from those forms of human inquiry

that seek only to describe or just to understand human phenomena. Thus, I tried to advance my concern of career and life planning education through the interpretive inquiry method.

A Pilot Study

I conducted a pilot study that was guided by action since action research seemed to be the most appropriate orientation. I was drawn to some aspects of action research that encompassed the online-discussion project I conducted in Japan. Particularly the following six aspects of action research attracted me.

Initially, the procedures of action research or the spiral style of action research: planning, acting, observing and reflecting (Kemmis & McTaggart, 1988), appeared to coincide with the "plan, do, see" philosophy I had learned and practiced in my earlier work as a teacher/researcher in Japan. Planning parallels to plan, acting to do, and observing and reflecting to see. Further, the purposes of action research and the "plan, do, see" teaching philosophy are both educational improvement/change.

The second aspect was collaboration created by action research. "Action research invites project members to attend to their relations with each other" (Houtekamer et al., 1997, p. 141). I could not do the online discussion project by myself and I always invited other teachers. We helped each other technically and shared ideas. However, as Carson and Sumara (1992) wrote that " 'collaboration' is a far more complex human experience than simply a facile willingness to work together" (p. ix), we sometimes argued about issues that arose in the process. Yet, the discussion resulted in generating increased understanding among us. In

words, we collaborated. And, since action research is based on a collaborative research style, it appealed to me.

Conversation serving as "a form of research in collaborative action research" (Feldman, 1999, p. 126) was the third aspect. The online discussion project required active conversation between the teachers and teacher-researchers as well as with the students. We constantly talked with each other in order to prepare the activities and finalize the educational meaning of the project. The students talked among their peers, in class, with their paired group, and with the teachers. For both the students and the teachers, the conversation increased the understanding among us. Feldman (1999) wrote that conversation is "not only a way that data is shared and analyzed, it is also the way in which knowledge and understanding were generated and shared (p. 130). As "the idea of conversation is important as a way of reflecting critically on possibilities for building understanding" (Smits, 1997, p. 290) in action research practice, I thought that an action research approach would support the pilot study.

The fourth aspect of action research that I was attracted to was the knowledge that is generated. For example:

> Action research knowledge is not considered apart from the historically, politically, culturally, and socially effected conditions of its production. The knowledge that is produced through action research is always knowledge about one's self and one's reflections to particular communities. (Carson & Sumara, 1997, p. xviii)

We, as teachers, wanted to consider this kind of knowledge throughout the online project, and we also expected the students to learn through the activities. We expect that through action research we could further understand the communities

we live in, that is the contexts of each school, and its historically, politically, culturally, and socially effected conditions. As Brennan and Noffke (1997) expressed, "often, students are unaware that their own 'commonsense' language is full of embedded theories, each with a history in their own biography and their culture's priorities" (p. 36). I also believed that "to address these embedded theories will often involve them in understanding how issues in education are interconnected" (p. 36). Therefore, the students were integral members of the discussions and the discussions were followed by debriefings.

Revealing the writer was the fifth aspect that I was attracted to. According to Luce-Kapler (1997):

> Perhaps it is time to reveal the writer of the research as much as the data. The writer is the data; the data is the writer. The writer who initiates the research, creates the space, becomes implicated. The research bespeaks her; she bespeaks the research. (p. 187)

In the third cycle of the online project my co-researcher and I wanted to share how we struggled to implement the project and what we learned throughout the project with our students. We wondered about writing an academic paper that would show our subjectivity. We did not have the confidence that the paper would meet the referees' expectations. We did not even know a research orientation to reveal ourselves. I framed the fourth cycle of the online discussion project as action research in order to reveal myself.

The last and sixth aspect was critical reflection for the growth of the researchers. According to Brennan & Noffke (1997):

> Action research processes are self-reflexive for the participants. Consideration of new data or revisiting old data with new questions and

> issues by a group of co-researchers rather than by an individual researcher allows for constant questioning in a shared forum of the basis for both positions and propositions. (p. 38)

Critical reflection is similar to what my co-researchers and I engaged in the three cycles of the online discussion project. The reflective discussions I had with the teachers and co-researchers questioned my previous work and kept me advancing to the next cycle. The continual questioning enhanced my understanding of the project through my reflections.

Action research appeared to be feasible to gain entry into my research focus of this study, Alberta's Career and Life Management (CALM) course, as well as my research mode of this study, hermeneutics. Carson (1992) stated that "action research as a way of knowing becomes a hermeneutics of practice" (p. 114). The pilot study provided those primary steps to this study.

McNiff, Lomax, and Whitehead (1996) reported that well-conducted action research can lead to multiple purposes. The pilot study had the following multiple purposes:

1. to further develop the critical thinking skills of students;

2. to assist the four Canadian teachers, one Japanese teacher (Shizuko), and me to facilitate students' further development of critical thinking skills;

3. to further understandings of LP in Japanese home economics and gain an understanding of CALM in Alberta; and

4. to guide the Japanese teacher and me as researchers in exploring a different research approach: action research.

The first and second purposes were addressed in the pilot study; whereas, the third and fourth purposes are the most closely related to the present study.

The online discussion pilot project involved four teachers at an Edmonton public high school and one teacher at a public high school in Japan. The Edmonton teachers and students were involved in the CALM course. We negotiated and made changes to the initial project to make it more appropriate for Alberta and Japanese contexts. The students worked in groups; discussed career and family issues in order to create arguments, questions, and answers; and then exchanged their ideas with the student groups in the other country by email.

To guide the data analysis, I examined the data according to the four purposes to ascertain changes. Evidence of accomplishment of the first two purposes was found in the data. The third and fourth purposes had been met to some degree, but they were ongoing at this point. I would like to share what I learned about the third and fourth purposes because they impacted the current study.

Shizuko and I reflected on what we do in Japanese home economics and integrated our understanding with what we saw existing in Alberta CALM. We asked ourselves what life planning in Japanese home economics education needs and what we can do to change it. We did not find an answer to these questions from the pilot study. However, we at least started to articulate challenges that we might have faced by investigating home economics in Japan and CALM in Alberta. Even when both courses are required, students appear to

have difficulty taking seriously something related to their future life. Should we therefore stop offering such education? Or should we continue, hoping that students will later realize the importance of such education? What changes are needed to improve this situation in Alberta and Japan? What should we do to enhance career and life planning education?

Shizuko and I as researchers explored the action research approach by discussing it, and we tried to be certain that what we were doing would be recognized as action research. Our exploration of action research will never end, but we are confident that this is the approach that we were looking for, and we are proud that we took this step to move away from empirical analytical research.

From the pilot study I learned six valuable insights that I applied to this research. They include the following:

1. I gained experience in conducting action research, including data collection and data analysis, to capture the changes that were necessarily made for the project to proceed and that naturally continued to occur among our relationships and within ourselves.

2. I learned to adjust the research plan that I had previously developed to meet changing situations. Depending on the students' activities, the class plans, school events, and the holidays of each country, we needed to remain flexible.

3. I learned that if I have collaborators and critical friends who share the same goal and continue to have discussions and reflections with me, this can stimulate the growth of all of us.

4. I had an opportunity to become sensitized to the context of an Edmonton public school. I learned that cultural and social differences can be obstacles to understanding each other when a project takes place in different countries. Differences in social systems related to the discussion topics, school systems in which the students and the teachers live, and the students' attitudes toward time concerns sometimes increased their participants' difficulty in reaching mutual understanding.

5. I learned what CALM looked like in a school. My school visits helped me to begin to identify key questions and factors that I needed to pursuit for this study, to sharpen the focus of the research, and to modify the research questions. Particularly, I found two items that I want to research further. One was low class attendance. Although there were 32 registered students in one CALM class, sometimes only half of them attended class. The other item I wanted to investigate was who teaches CALM. An ESL teacher, CTS teachers, and a music teacher were all teaching CALM in the same school. One CTS teacher who used to be a home economics teacher told me that her background was helpful for teaching CALM because she used to teach similar content. In summary, I ended with a partial picture of CALM. However, I can expand the picture by further researching these two items.

6. And last, but not least, I'd like to remember that I brought my own interpretation by completing the pilot study. What I learned was based on the data of what actually happened during the pilot, but what I have written here is

my interpretation. That is, I also practiced interpretive inquiry through the pilot study.

The experience that I gained through the pilot study allowed me to make an easier transition to this research. I recognized that it was necessary to investigate the issues underlying CALM as well as its meaningfulness in order to understand what was occurring within the CALM classroom.

Participants and Their Involvement

For the interpretive research situated in Alberta, I planned to converse with one teacher, two male students, and two female students at each of two schools. I found schools in an urban area, in Edmonton, in order to select schools that have similar sizes to most schools in cities in Japan. Because the majority of Japanese people live in prefectures in which the populations are over 300,000 (Ministry of Home Affairs, 1997), I was interested in an urban area in Alberta. I focused on home economics teachers who have also taught CALM. I assumed that such teachers were appropriate to share their perspectives with me, a Japanese home economics educator, because CALM has a similar content to Japanese home economics; and in Alberta the similar content was formally taught in family studies within home economics. All of these students and teachers were volunteers. First, I identified teachers who fell into the above-mentioned category, and then I asked them if they were willing to participate. And with the teachers' help, I found students who were attending the teachers' classes and were willing to be participants. I also observed nine classes in total

taught by each teacher. I looked at how the materials were implemented and what activities were used in class.

Data Collection

I collected parts to have a whole picture, to understand the parts, the relationships among them, and their relationships to the whole. In this process I attempted to understand the whole.

The research was guided by a focus of interpretive inquiry to further my understanding of career and life planning education. The parts I gathered were the following items.

1. audiotapes of the conversations;
2. my field notes from observations;
3. materials used in CALM education: workbooks, handouts and student assignments, and other resources such as computer software and web-sites; and
4. my personal journals, including my interpretation after each observation and conversation.

The observations took place periodically at three times during the CALM course. The conversations were audiotaped, and each conversation started with the same basic set of guiding questions (see Appendix C). As hermeneutical conversations developed, new questions were added. Initially, during the first conversation, I established trust with the teachers and students. In a following meeting, I shared my interpretation of the first conversation and perhaps added additional questions related to experiences or a new topic for more in-depth

understanding. A third meeting was scheduled with the teachers and students to review responses and a summary, as well as to respond to new questions.

Credibility

Triangulation was used to increase credibility. Denzin (1989) emphasized that "the triangulation of method, investigator, theory and data remains the soundest strategy of theory construction" (p. 236). Methodological triangulation was achieved by the combination of observation, conversations with teachers, students' handouts, and journal writing in the action research pilot study; and by the combination of document analysis, observation, and hermeneutic conversations in the main interpretive inquiry study.

I led the conversations in this study. Because hermeneutics integrates the whole of this study, my own interpretation was inevitable and necessary. However, for investigator triangulation I included participants as co-investigators. In meetings with them I thus collected participants' perspectives as observers of the phenomenon.

To have various theoretical points of view, I began this study with the action research pilot study that was guided by an interpretive approach, and implemented an interpretive inquiry with a hermeneutic emphasis for this study. In part of the study I supplemented the hermeneutic approach with a descriptive approach.

For data triangulation, I used different data sources during the research at the two high schools. I collected data from transcriptions of conversations, field notes from observations, materials used in class, and my personal journals. I

conducted conversations with multiple participants from two schools including people with two different roles; teachers and students.

In regards to my credibility as a researcher, I built on the researcher expertise that I had gained in the pilot study I conducted. By elaborating what I saw, conversed, and reflected as a text, I distanced my experience and gained a new understanding of the career and life planning education; Ricoeur (1981) noted that distanciation by writing is the condition of understanding. I conducted an action research project as a pilot study in order to seek an initial understanding of career and life planning education, and to familiarize myself with the Alberta school environment.

Transferability

Lincoln and Guba (1985) discussed the necessity of thick description, which ensures that the findings are transferable between the researcher and readers and establishes "an empathetic understanding for the reader" (Stake, 1995, p. 39). In Chapter IV, I described participants' experiences and perspectives to enable readers to understand them. I also explained how and why participants were selected, the participants' characteristics, settings related to the participants, what became data, and how I analyzed the data that were collected. I believe that such descriptions allow for replication of this study in the future.

Dependability and Confirmability

In order to establish dependability and confirmability, I used member checking and constantly discussed data analysis with my advisor.

I met each participant and had conversations with each one at least three times. Each participant received a summarized transcription of the former meeting, which allowed him or her to make additions or deletions or to provide clarification. Therefore, the participants had opportunities "to review the materials for accuracy and palatability" (Stake, 1995, p. 115). I also shared with them any new points raised by other participants, who remained anonymous, in order to gather their views on the same points. I included direct quotations to substantiate my interpretation for inclusion in this study. In that way, my interpretation became dependable and confirmed. I also discussed my data analysis with my advisor in order to pay critical attention to my interpretation. This increased the dependability and confirmability of my analysis.

CHAPTER IV

MAKING THE STEW

I begin to cook as I had planned. I try to follow the recipe. I have been collaborating with guests, including my advisors. I am not sure how the stew will taste in the end.

Conducting the Research

According to Gadamer (1988) questionability is implicit in all our experiences if we wish to understand the world, for we cannot have experiences without asking questions (p. 325). In a conversation the question precedes the answer, the answer is not determined in advance, and the question has openness. Thus, the question leads to the possibility of arriving at understanding. Guided by Gadamer's hermeneutical priority and openness of the question through conversation, I have employed conversation as a research mode in investigating the meaning of career and life planning education. Knowing and admitting that I do not know, which Gadamer (1988) calls a "radical negativity" (p. 325), enables me to ask questions, which leads the conversation with others in order to create a common understanding among us. Gadamer (1988) said, "The art of questioning is that of being able to go on asking questions, that is, the art of thinking. It is called 'dialectic,' for it is the art of conducting a real conversation" (p. 330).

Following Gadamer's (1988) idea of the art of conversation, I conducted a part of my interpretive inquiry into the meaning of career and life planning education by entering into a series of three conversations with each of nine

student participants and four conversations with each of two teacher participants at two Edmonton public high schools. The participants consisted of nine students—four females and five males—and two female teachers. I present the pseudonyms of the participants and a brief background of each participant in the section below. Their real names and the names of the schools they attended have been concealed in accordance with the Freedom of Information and Protection of Privacy Act.

The student participants at High School A:

Amanda is a Grade 10 student who was born in Alberta and had lived in another city in Alberta previously.

Eliot is a Grade 10 student who was born and has grown up in Edmonton.

Nancy is a Grade 10 student who was born and has grown up in Edmonton.

Tony is a Grade 12 student who was born in Kosova (known as Kosovo) and came to Alberta two years ago.

Victor is a Grade 11 student who was born in Hong Kong and came to Alberta three years ago.

The student participants at high school B:

Kaliyana is a Grade 11 student who was born and has grown up in Edmonton.

Larry is a Grade 11 student who was born and has grown up in Edmonton.

Robert is a Grade 10 student who was born in Alberta and had lived in another city in Alberta previously.

Typo is a Grade 11 student who was born and has grown up in Edmonton.

The teacher participants:

Lynne is a teacher at High School A. She taught CALM as well as CTS: Foods. She taught junior high home economics for 15 years, and then she worked as a consultant at a district office in the area of home economics and CALM for six years. Some of that was part-time. For the past eight years she has been in high schools and has taught CALM throughout.

Alice is a teacher at High School B. She was teaching only CALM. She taught home economics at the junior high level for 10 years, worked as a health and CALM consultant for five years, and has been in high schools for six years teaching CALM. She also taught at junior high schools and senior high schools in other provinces prior to her Alberta experience.

The conversations took place between April and June 2001. All of them were held at the schools except the first meetings with the teachers, which were held away from the schools. Each conversation lasted from 30 minutes to an hour and a half with the teacher participants, and from 10 to 45 minutes with the student participants. All conversations were audio-recorded. Because I met each participant during the lunch break or in his/her spare time at school, the time we had for conversation was limited, and the conversations had to stop when the school bell rang. Some themes were carried over to the next conversation, and some questions about the same themes were asked at different times.

The conversations from the beginning of the research to the end can be categorized into four stages. The first stage was the introduction of my research

and myself. I talked to the teachers through my supervisor's introduction, and they agreed to work with me. I met them outside the school for the first meeting, which was informal and more relaxed than meeting at the school, shared my intentions about the research, and my experience of teaching home economics generally and life planning in the home economics curriculum in Japan. An introduction letter (Appendix D) followed the meeting. I described my understanding of "having conversations with them" instead of "interviewing them." That is, I intended that we share our experiences and create common understanding with each other instead of interviewing to collect the information that I needed. These first meetings established a base of cordial relationships and made it easier to progress into the next series of conversations. We also set up the dates for me to visit their classes in order to introduce the research and to invite volunteer participants. A few weeks later I went to each school and talked to one of the CALM classes that each teacher was teaching. I introduced myself, the research, and why and how I planned to conduct the research. Fortunately, nine students volunteered. That was the first time that I met the student participants, and there was no time to have conversations with them.

The second stage included the observations in class at each school and the beginning of personal conversations with each of the participants. I had three observation times in this stage. I took field notes during the observations, started to collect class materials that were used, and kept a personal journal. At the beginning of the conversations I used the guiding questions (Appendix B). During the conversations I followed Gadamer's (1988) hermeneutic priority of the

question over the answer and attempted to keep the meaning of career and life planning education open. I had to be attentive to what the participants brought into our conversations to determine whether it might lead our next conversation in certain directions. Each conversation was audio-recorded with the participant's permission to enable me to return to it later. Each conversation was then partly transcribed and summarized with my interpretation and analysed to identify themes that emerged in the conversation. In addition, I created new questions to ascertain that the themes I extracted were what the participants meant and/or to pursue the themes further. I also had some questions from my class observations and the materials that I had collected. The summary transcripts, my interpretation, and the questions were given back to the participants for their reflections prior to the next conversations. As I explained in Chapter III, this procedure is called member checking, and it ensures that participants are given an opportunity to understand the interpretation, reflect upon the former conversations, and validate the meanings. They could correct, delete, add, and/or rephrase what I wrote in order to make it as close as possible to their meaning. And when it was necessary, we also talked about the previous conversation in following conversations.

The third stage was an exploration of our conversations. We discussed the themes and my interpretations, as well as the questions that I had raised about the themes and from the observations. The conversations of this stage were intended to explore new insights. They were again partly transcribed and summarized with my interpretation and also analysed to identify themes that had

emerged. I continued to observe classes once or twice a week and kept taking field notes. I completed another three observations at High School A and four observations at High School B, in addition to the three observations in the second stage. New questions emerged from the conversations and the observations. I also included inter-cross questions, that is, asking other participants about the themes that were raised between a participant and me, to ensure sensitivity to any unexpressed thoughts and opinions that could emerge. Anonymity was important when I asked the inter-cross questions; I did not disclose names when the new themes emerged. And again, the summary transcripts, my interpretation, and the questions were returned to the participants for their reflections and confirmations prior to the next conversations.

The fourth stage was finalizing the themes and involved more inter-cross questions. The conversations included the themes that emerged from conversations with each participant as well as the themes that emerged in conversations with other participants. I continued to observe classes and kept taking field notes. I completed another three observations in this stage. In total I observed classes 9 times at High School A and 10 times at High School B. As in the former stages, I partly transcribed the conversations, summarized with my interpretation, and analysed the data to identify themes that emerged from the conversations. The summary transcripts and my interpretation were brought to the participants for their reflections. They were returned to me with changes if the participants thought they were required.

Meanings of CALM to Alberta Teachers and Students

I tried to join my participants' experience of learning CALM and teaching CALM as much as possible within a set time. I observed the CALM classes at two public high schools in Edmonton and collected as many class materials as I could. I took field notes and wrote reflections after the observations. I also wrote down my thoughts throughout the research. I had conversations with the participants and shared my experience, thoughts, and questions with them in our conversations, encouraging them to do the same. When I created an understanding of their experiences, I gained a new experience. One of the student participants, Victor, said, "I can hear other people's experience. When I hear their experience, I get experience too. You can learn experience from other people's experience" (3, 8-6-01). Van Manen (1997) also noted that "we gather other people's experiences because they allow us to become more experienced ourselves." When I listened to my participants' experiences, what they said became my experience because I learned from them. It was not the same experience that they experienced, but it created a new experience for me.

Since I employed hermeneutics as the approach to my study, my concern was to arrive at an understanding of the meanings of career and life planning education. Because "meaning requires language in order to manifest itself" (Gallagher, 1992, p. 119), meanings are derived from words articulated with an interpretation that involves reflection upon the text. Gallagher wrote, "Language always transcends meaning, and meaning always transcends language. It is precisely for this reason that interpretation is required. Interpretation is the

attempt to get to the meaning of something" (p. 119). At this stage, I wrote my interpretation into language, using the text data I gained with the participants in order to develop meanings in the research. Each conversation was built upon the previous one. Preliminary themes and questions that emerged were discussed and verified with the participants. From the conversations with the student participants, a number of themes emerged. Some of them were the same ones noted by other participants, and some were expressed by only one participant. None of the conversations with the nine students were identical. However, more similar topics emerged than different topics. Some themes that were closely related to my research questions and stated by several students are presented in the following section. As for the teacher participants, I investigated and analyzed the conversations with each teacher independently and drew themes from each series of conversations with them. Although there were only two teacher participants, I found more different perspectives from the two teachers than similar ones.

The following sections are responses to research question 1: What meanings do students and teachers give to their experiences in a CALM course?

Meanings Students Gave to Their Experiences of Being in the CALM Course

The conversations with the students covered 40 topics, and as a result of rigorous analyses, nine themes were identified that are the meanings of career and life planning that the students gave as a result of their experiences in CALM

classes. I categorized the nine themes into two: meanings related to the structure of the course and meanings related to what the students learned.

The meanings related to the structure of the course that were identified from the analysis follow:

Theme 1: curriculum themes

Theme 2: curriculum organization

a) grade

b) time allocated for the course and each theme

c) required or elective

Theme 3: teacher characteristics

Theme 4: activities and resources

Theme 5: classroom environment: posters

The additional meanings related to what the students learned in CALM that were identified from the analysis follow:

Theme 6: overlap with junior high health

Theme 7: good to have CALM in schools

Theme 8: boring but useful

Theme 9: personal descriptions: CALM

There were similarities and differences between High School A and High School B, as shown in Table 3.

Table 3

Comparison of the Settings of CALM betweeen High School A and High School B

Similarities	Differences
1. Both offer 3 credits. 2. Both use student workbooks. 3. Both use videos. 4. Both invite guest speakers. 5. Both have posters on the wall. 6. Both assign a budgeting activity that has to be completed by students role-playing as a couple.	1. While High School A uses the 1989 curriculum, High School B uses the 1993 revised curriculum. Therefore, High School A has 6 themes and High School B has 3 themes. 2. Only High School A has a portfolio assignment. 3. Only High School B has a job shadow experience. 4. Only High School B has a peer education program. 5. While guest speakers High School A invites are external to the school speakers, guest speakers High School B invites are from the school such as peer education students who have completed CALM. 6. While High School A uses the computer program, "Choices," High School B has students explore careers on the Internet.

Because of the differences, there were certain topics I discussed solely with either High School A students or High School B students. Since themes 1 and 4 relate to the differences between the two high schools, I divided the students' comments into High School A and High School B. When I introduce the majority of themes, including 2, 3, 5, 6, 7, 8, and 9, I present the students' comments in alphabetical order because these common themes emerged from their

comments for both High School A and B. I have included my comments and questions as well.

Meanings Given to the Structure of the Course

Theme 1: Curriculum themes. I asked the students what they thought about the themes in CALM in terms of planning their future careers and life. As I've shown in Table 3, High School A used the 1989 curriculum and High School B used the 1993 revised curriculum. That is, the curriculum of High School A had six themes—self-management, well-being, relationships, careers and the world of work, independent living, and human sexuality—and the curriculum of High School B had three themes—personal and interpersonal challenges, career explorations, and financial planning and consumer choices. All of the students from High School A stated that all the themes were important in planning their future:

> Amanda: I think the themes are all good. I don't think I would add anything. (1, 04-05-01)
>
> Eliot: It's good to have all of them to plan your future. (1, 19-04-01)
>
> Tony: I think the 6 themes are really good concepts. I don't think I would make any changes. They are easy to understand and easy to make decisions on. It's good for us to know responsibility and rights through those themes. (1, 18-04-01)
>
> Victor: Theme A to F are pretty much what we need. Those are all about CALM, career and life management. (1, 18-04-01)

Nancy also said that all of the themes in CALM were good. However, she still thought that "Careers and the World of Work" should have more time allocated than other themes because it is more useful and important to her:

> Nancy: I think they are all good. I think, though, Section D, "Careers and the World of Work," should be a bit longer than others because in my opinion that's the most useful and important. They should take a little bit more time on that. (1, 25-04-01)

All of the High School B students stated that all the themes were important. However, each of them had something to add, such as the following statements. Kaliyana said, "I think the themes in CALM are useful, but if I were a CALM teacher, I would present them differently" (1, 23-04-01). Larry found both of the themes he had finished so far beneficial, although he noticed that the group work in the financial planning was not working very well:

> Larry: Career explorations is definitely something valuable for everyone, regardless whether, like myself, I've had a number of jobs or you've never had one. It's always good to keep up to the times what people are looking for and what employers are wanting from their employees. So that's definitely a good section to have in the course, financial planning. . . . I find usually that working with a partner independently is fine, but a lot of time I notice the students around me don't like being with their partners as a couple, being assigned to having children, just having that title. I don't think they are too comfortable with it. It's definitely helpful in a sense that if you would imagine yourself at age twenty-seven or thirty-five and having two children or whatever scenario might be, having a spouse, buying a house, renting a condo, whatever you choose is definitely going to be something you're going to make sometime in your life. It's definitely beneficial. (1, 23-04-01)

Robert thought that all of the themes were good, but he said that he would like to add one theme, which was natural crisis management:

> Robert: These themes are really good. But there is one thing I would like to add. The themes don't go to basis on what if a giant accident happens or what if there is food supply shortage or flood where we are. They don't really get into skills and knowledge you need for a crisis. We did have one sheet where it said earthquake, water change, but it doesn't count for surviving. Basically, I think one needs something that could help one to change to a situation. (1, 24-04-01)

Typo also stated that all of the themes were good, but the introduction part, understanding relationships, was not necessary. She thought that understanding relationships would be helpful if it was work related. She would also like to change CALM by bringing in a person to motivate students to use their knowledge and put everything together for their future.

> Typo: The introduction was not so good. It was nice to know what we were going to do, but it wasn't really necessary. Understanding relationships would be better if it's work related. You can't understand other people if you don't have intimate relationships. Other than that, it's all pretty good. I would not take much out of it, but what I would do also is to bring in a person who had to work her way out, somebody who's had to take this knowledge and say, "Okay, I've gotta get it together," or "I would never get it together because nobody would ever do that for me at school until now." Now it just kind of clicked that "Oh my god, I have to get all this done now, or I'm gonna go no where." (1, 24-04-01)

As a result, all of the students commented that the themes in CALM were good in that they were helpful for planning their futures. Some of them indicated points that could improve the course, such as time allocation, addition of an element, and different presentations of the themes and introduction of the course.

Theme 2: Curriculum organization. I was also interested in learning what the students thought about how the course was organized, including grade level, time allocated for the course, and each theme, as well as the mandatory status of CALM.

Grade:

When would be a good time to learn about future career and life? That was what I wondered and the reason I asked the students this question. Amanda thought that Grade 11 was the best time. She thought that they should know what they need to know in Grade 12. And Grade 11 is better than Grade 10 because Grade 11 students understand more. At that time, she was in Grade 10.

> Amanda: I think probably Grade 11. It's more on your mind, in Grade 12 you should know what you need to do. It's still more understanding in Grade 11.
>
> Akiko: Then why not in Grade 10?
>
> Amanda: Because you can understand more in Grade 11. You are more knowledgeable. You can put things together. It's just easier to understand. (2, 23-05-01)

Eliot thought that the grade most appropriate for taking CALM depends on the student. He was taking CALM in Grade 10: "Eliot: Actually the choice of when you take CALM is perfectly fine. When you feel it's time, you take it" (1, 19-04-01). Kaliyana stated that Grade 10 is the best time to take CALM because the majority of people take CALM at Grade 10, and it would be easier to study with people she knew. She was in Grade 11 when I talked with her:

> Kaliyana: Probably 10. Mostly Grade 10s take it in the first year because they want to get it done, get over with it. I know in my class most of them are Grade 10 and some of them are Grade 11 and 12. It would be a lot easier that you were in the class with Grade 10s because you know them better and they are mostly in other classes, too. Then, it's not so boring and you would enjoy it more. It's not a really hard academic class. So if you are with your friends, you can have fun and actually learn what you are doing. (2, 14-05-01)

Larry admitted that it is beneficial to take CALM at Grade 10, although he was in Grade 11 and taking the course:

> Larry: For the fact, a lot of this is kind of geared towards when you are getting out of high school, but being aware of it earlier in your schooling is good. I had my first job in Grade 7. By the time I entered Grade 10, I was wanting to work at a more fast-paced job, something that was a little bit more geared towards a career. So I suggest taking the course early on. (1, 23-04-01)

Nancy thought that Grade 10 or 11 was the best time to take CALM. She was in Grade 10 when we talked: "I'm Grade 10. I think CALM helps you to plan your life better. The sooner you take it, the more you can set your goals" (2, 16-05-01). Robert also thought that Grade 10 was the best time to take CALM, although he was in Grade 11:

> Robert: I think Grade 10 would be the best time because you get in high school and they start talking about all the stuff, and you just think it's so cool. You'll be right there. In Grade 11 some of the stuff in CALM is boring. In Grade 12 you would think you wouldn't like to be in the class. I'm in Grade 11. I find it boring sometimes. I don't remember exactly what was boring, but sometimes it's boring. But most of the time it's pretty good. (2, 28-05-01)

Tony was in Grade 12, but he thought that Grade 10 was the best time to take CALM because there were things in CALM that Grade 10 students would like to know:

> Tony: I'm Grade 12 now. I don't think when you take it really matters. In this school, usually they take CALM at Grade 11. Actually, Grade 12 is a little bit late. It's better to know something before you get older and before you start to do it. You can take CALM at Grade 10 because CALM does not take your time away to study other subjects. You can still take other courses because we don't have CALM every day. But I don't see a big difference in taking CALM at different grades. (2, 11-05-01)
>
> Akiko: You said, "Actually, Grade 12 is a little bit late. It's better to know something before you get older and before you start to do it." But you also said, "I don't see a big difference in taking CALM at different grades." What do you actually think? Could you elaborate what you meant?
>
> Tony: Personally, I think the best time to take CALM is Grade 10. But it's okay to take later if you have to take other subjects; or if it is too much for

> you to take CALM in Grade 10, you can take it Grade 11. Grade 10 students may like to know about certain things about the future. For example, if they want to seek a job, they can't go and ask their fathers or other people. They have to have resumes. I think it's good to know it. There are some issues Grade 10 students may want to know, like human sexuality. Knowing about it before getting it, basically that's giving ideas for young people to know advantages and disadvantages. (3, 06-06-01)
>
> Akiko: So do you think that earlier grade you take CALM, the better it is?
>
> Tony: Yes. Maybe parents can explain to their children. But some students are really not open, and they can't ask their parents. Rather than asking their parents, they ask their friends, who know as much as they know. That's one of the concerns. (3, 06-06-01)

Typo suggested that CALM should be taken in moderation in all three grades such as mandatory first, mandatory second, and mandatory third: "I think they should take it in moderation. Either have it mandatory for three credits per year, like one, two, and three; or have it work for six credits at Grade 12 because it should be taken. (1, 24-04-01)

Victor thought that Grade 10 or 11 was the best time. He was in Grade 11 when I had this conversation with him:

> Victor: When people choose a faculty at university [to get a degree for their career], they have to know what subjects they need to take at high school. If they don't know what subjects they need to take, they would struggle later. (2, 11-05-01)

Most of them liked to take CALM at an early stage of high school—that is, in Grade 10—regardless of what grade they were in presently. Typo's idea of the moderation sequencing was also interesting. But her idea still supported studying some of CALM in Grade 10.

Time Allocated for the Course and Each Theme:

I wondered how much time the students would like to have for the course and each theme. Amanda understood that there was a time limit, but she said that she would like to spend more time on the whole course if it was possible because she felt that they were completing each theme too quickly:

> Amanda: I think they should spend more time. They are kind of quick. But it's not so bad. They have a time limit anyway. It's a semester course. I would prefer more credits if it's possible because it's a very important class. So we could work more. (2, 23-05-01)

If it was possible, Eliot would have liked to spend more time on the whole course, and especially on Self-Management, Career and the World of Work, and Human Sexuality, because to him these themes were more important:

> Akiko: What do you think about the allotted time for the whole course? Is it enough?
>
> Eliot: I think it would be better if we have more time. Instead of three times a week just for one semester, three times for a full year would be better so you can touch on each topic for a longer time and more in-depth instead of quickly going through each one.
>
> Akiko: How about the time for each of the themes?
>
> Eliot: If we have more time, Careers and the World of Work, and Human Sexuality should be longer. There are some topics that should be longer than others just because some are more important than others. Human Sexuality is a pretty big topic. Careers and the World of Work should be longer. If you know what you want to do, you could be bored, but some people don't know.
>
> Akiko: Why do you say Human Sexuality is a big topic? What do you mean by "big"?
>
> Eliot: Because human sexuality involves a human body, how it functions, what can happen, and how to prevent certain outcomes when two people get into a deep relationship. (2, 16-05-01)

Nancy would have liked to have Careers and the World of Work and Relationships longer:

> Nancy: The three-credit course is pretty reasonable. That fits into the time table. As far as the units, the career unit should be stressed more. And I guess the relationships should be longer, too. Now I look back, I did not learn much. We didn't spend enough time to absorb the information. And the rest is okay. (2, 16-05-01)

Kaliyana acknowledged that her teacher spent enough time on each theme and that three credits were enough: "It's just fine. She spends enough time on each theme. She does not spend a really long time on one section that is not that important. She spends equal amount of time on each theme" (2, 14-05-01). Larry thought that the three credits were okay just because it fits into the schedule with other courses offered in the school. Robert suggested that CALM should have three different sections. But he found the time allocated for each theme created a related classroom atmosphere that was conducive to learning:

> Robert: Not like just having it once in the whole school year; you should have it three times as a main course subject, because CALM is pretty much everything you learn from every other subject and putting them into one. So it should be a three-year subject. (1, 24-04-01)

> Akiko: How about the allotted time for each theme?
>
> Robert: I think it's well organized. It's relaxing to do, which saves you because everything else is kind of push-push. In the CALM you are nice and relaxed. I like that. The allotted time to each theme is just perfect. (2, 28-05-01)

Tony thought the time they had for the course and each theme was enough:

> Tony: You don't need many credits. There is not much challenge in CALM. It's depending on our interest in learning about our future life and how to get through. The time we have is enough. There are not many things to memorize because you've already had your own experience. You just don't know how to separate good things from bad things. We've had enough time to do each theme, too. (2, 11-05-01)

Typo would have liked to spend less time on the introduction and more time to go into in-depth content by including more personal meaning:

> Typo: Less time on the introduction. I'm going to put them in order. The most time I would spend would be on what we are on now, to my dismay, and that is budgeting. I would go further, even more in-depth. Give them, say, "You guys have been fined eight thousand dollars" for some kind of things or have a court situation. I wouldn't know what to do in court. Make sure it's real. Resumes, business-related stuff, and personal well-being should have more time to give a personal sense of individuality within the collective. (2, 18-05-01)

At first Victor thought that Relationships, Self-Management, and Independent Living were more important. He mentioned that he would have liked to spend more time on those themes. However, while we were talking, he became uncertain. In the end, he actually thought that all of the themes were important and that equal time should be spent on each:

> Victor: I think Relationships, Self-Management and Independent Living are more important
>
> Akiko: Why?
>
> Victor. . . . Actually it's hard to tell, because Careers and the World of Work is also important. Everything is pretty much the same. Everything is important.
>
> Akiko: How about the whole course? Are three credits enough?
>
> Victor: Three credits are common with courses like computer and cooking, but I think CALM should be four or five credits because it's a pretty important course, and three times a week is pretty low. I think five credits would be better. (2, 11-05-01)

Some students said that they would have liked to spend more time on certain themes. No one said that less time should be spent on the whole course.

Required or Elective:

The present CALM course is required. However, some of the students said that CALM was sometimes boring, and I wondered if they would like to have CALM as an elective only for those who enjoyed it. Eliot thought that it was a good idea that CALM was required because students could learn how to plan their lives and how the real world works:

> Eliot: It's good to be required. I've learned how careers work, how to plan, how to get a proper education for taking programs at university, how to maintain relationships, how to treat people, how to look after yourself, and how to manage your whole life. (1, 16-04-01)

Kaliyana recognized that it is good to have it mandatory because they learned something that they did not know before:

> Kaliyana: I can see how it is beneficial to some students. It works for the majority of people. It does teach us something we did not know before. It really helps us to get better understanding of what the real world is actually like. I think that it's good to be mandatory. (2, 14-05-01)

Larry also agreed with the idea that CALM should be mandatory:

> Larry: It should be mandatory because there is always something you can learn. I don't really know if people agree with that because they feel that "Oh, well, I can learn it in another way. I'll learn how to rent a house or whatever the case may be when I need to. " But I definitely feel that it's going to be worthwhile learning about it because it's so practical. (1, 23-04-01)

Nancy would have liked to have two levels of CALM: the basic-level mandatory course and a higher-level elective course:

> Nancy: CALM should be elective because there are people who are really interested in learning and people who are just taking it away from the rest of us. I think there should be two levels of CALM, maybe a basic level of CALM, just basic stuff like what we are doing now for everyone. They have to take it. People who don't really want to take it just take it at the basic level. They should offer a higher course, maybe like CALM 30, for people who are interested in learning more and really concerned about the future. (2, 16-05-01)

Robert thought that CALM should be mandatory. He also agreed on offering it at the high school level. He thought that CALM was more meaningful when it was studied in high school:

> Robert: I don't think CALM could be made any simpler or easy for the younger people to understand because at that younger age they shouldn't worry about living with human sexuality relationships. Health class, of course, would say that's something that should exist. But CALM is a kind of adult class. You have to learn it at a certain age. They shouldn't have to worry about the topics at a younger age. But they should have it optional for a person who wants to try at that age. CALM is something you need to learn when you are getting older and expecting to move out of the house and to get a job on your own. (1, 24-04-01)

Typo also agreed that CALM should be mandatory. As mentioned earlier, she suggested that CALM should be taken in moderation at each grade. She stated that CALM includes topics that are different levels. She found that some topics should be taught in the earlier stage and some topics should be taught in the later stage:

> Typo: It's because there are different topics. In Grade 10 when you are new you get the introduction stuff and relationships stuff. That's when it gets like heavy duty for some reason. You would never understand that much. Grade 11 is a little more intermediate. The sexual-boundary stuff would be good. You would get a little bit of everything. What to do and not to do in a work situation, sexual harassment in the work place, all that sort of stuff are in Grade 12. You are going out to the real world. You've got to be prepared. That's when they can get into the heavy-duty one-liner, because you've already finished on stuff in littler grades. (2, 18-05-01)

As well, Victor stated that it is good that CALM is mandatory: "Victor: It's good that CALM is mandatory because CALM is important for high school students to find out what they want to do in their future" (2, 11-05-01).

I did not talk about this topic in depth with Amanda and Tony. Both of them also thought that it is good to have CALM mandatory.

In summary, all of the students liked the idea of having CALM as a mandatory course. They recognized that CALM was valuable as well as required for a high school diploma.

Theme 3: Teacher characteristics. This topic was discussed to learn what the students were looking for in a teacher who facilitates them in planning their futures. Amanda thought that CALM teachers should understand students:

> Amanda: I think that CALM teachers should understand students. They should be nice, and they shouldn't have a problem with students' asking questions. They could pass a question when they are not comfortable with answering it. They should understand when they are controlling and when they are not. (1, 04-05-01)

Eliot stated that he thought that any teacher could teach CALM: "I think any teacher can teach CALM as long as they know what they are talking about. I wouldn't see much difference that would be made whether or not the teacher is highly qualified" (2, 11-05-01). Kaliyana thought that CALM teachers should be good with people and have a great deal of life experience:

> Kaliyana: They have to have very high qualifications because they have to be good with people. They have to know what they are talking about. They have to keep up with times. And you can't take a science teacher and make him teach a CALM class because it probably wouldn't work. They have to know a lot about life. They have to have a lot of life experience. (2, 14-05-01)

Larry thought that a CALM teacher should be a person who is open-minded, cares about life, likes to see students succeed, and has fun with teaching CALM:

> Larry: I think they really need to be an open-minded person, someone who is respectful and cares about life. They want to see people succeed over and above their academic life. Definitely they should have fun with what they are doing. I don't believe that you should be doing something you don't find interesting. You can't say, "I'm qualified to do it, so I'll teach it." "I'll work on a pipeline or whatever just because it's good money" or you're qualified to do it. I think you need to have a drive to do that. (1, 23-04-01)

Similarly, Nancy thought that CALM teachers need understanding, passion, and knowledge of how to take care of oneself in the world:

> Nancy: She is really good. She really can help a lot. When you try to go further into a topic, even if it's not in the booklet or workbook, I ask her and she explains it. She makes sense and put things together. (1, 25-04-01)

Robert identified the characteristics that he would like a CALM teacher to have. He said that the teacher should have a "CALMic" mind, which means makes the class more fun and easier to understand and more open to talking about life experiences:

> Robert: I strongly suggest a CALM teacher should have a "CALMic" mind which makes even hardest things easier so that people work better during that class. A CALM teacher also has to know when not to become CALMic minded. Our teacher is very good at that. I should have said comedian's mind instead of CALMic mind. I mean that a comedian-minded person is someone who can make people laugh, but not in the sense you are telling jokes all the time. CALM teachers should remember some of their past experiences and try to relate them to others so that they can understand what they are talking about or the books they are talking about. They should be open to share their own experiences. I think it makes the class more fun and easier to understand. (2, 28-05-01)

Tony said that CALM teachers should know how to deal with students' behaviors and have different kinds of life experiences:

> Tony: I think that they have to know how to deal with students' behavior because some students are different from others. For example, when I was answering a question, the teacher started to change the subject in the middle of my explanation because a student interrupted and she wanted to talk about the new subject the student brought up. I did not feel good because I was interrupted. Once they were done, I resumed my explanation. The teacher understood what I was trying to do, but other students didn't and started to laugh, which was not funny for me. I didn't feel like laughing at that moment because I was trying to finish my explanation. It was the only time I felt I was not good at CALM. But my teacher responded to me well. CALM teachers also have to have different kinds of life experiences. For example, when we are doing the Well-Being unit, it's good to have an experienced teacher who has dealt with problems and can tell us personal stories. (2, 11-05-01)

Typo described a good CALM teacher as one who needs life experiences and needs to be a people person:

> Typo: One who can actually sit down and talk to a student. No other characteristic other than people person. They have to be knowledgeable, obviously, in the course. Just the basics, because what's the grade gonna help you? When you are coming up to them saying, "I think at work this guy is doing something he is not supposed to be doing to his fellow workers," a ninety in English is not gonna help you. (1, 24-05-01)

Victor thought that CALM teachers should be smart, intelligent, determined, experienced, and much older than the students:

> Victor: They have to be experienced on everything and a lot older than us, not like 25 years old, because a 25 year-old teacher would not have enough life experience. When people get over 35 or 40, they get a lot of life experience. Students would get more advantage from older teachers. (2, 11-05-01)

In summary, the students identified common characteristics for CALM teachers. The students mentioned that CALM teachers should have a great deal

of life experience, openness to talk about their experiences, and understanding of students.

Theme 4: Activities and resources. Because all of the students reported during our conversations that they had found at least something interesting in CALM, I asked them what activities and resources they thought had been helpful for their career and life planning. All of the students in High School A said that the computer program "Choices" was helpful for exploring the career choices. Amanda found the computer job searching helpful:

> Amanda: Actually, we just did a unit in CALM called career planning. We went to a computer room. We looked stuff up where you need to go if you are planning to do it here in Edmonton and wherever you want. It kind of explains what kind of courses you have to be strong in and stuff like that. (1, 04-05-01)

Eliot also mentioned the computer program, but he actually seemed to enjoy the whole unit, Career and the World of Work, because it helped him to see other choices that he could make:

> Eliot: Career and the world of work just shows other jobs and what kind of skills you need to get them. The whole unit described different occupations you can go into. (2, 16-05-01)

As well, Nancy found the career research in the computer lab helpful:

> Nancy: What we did in the unit of Career Exploration really helped me because we got to go to the computer lab and research all kinds of careers so that we could see what universities offer things we were interested in, how much it pays, how much education you need. It was very helpful, because it encouraged me to look at what is out there for me. (1, 25-04-01)

Moreover, Tony noted that the computer job searching was helpful for building a resume.

Victor basically thought that CALM was valuable for making his future career plans. He found the computer program for searching suitable jobs especially helpful. He was happy to see a police officer appear in the list of suitable jobs for him:

> Victor: We did a computer program on searching careers, where to study for them such as NAIT, Grant MacEwan, universities, and what kind of subjects you may need to have for the careers. There was a program for it. It asks you questions about what are you interested in and shows you what kind of jobs are good for you. And *police officer* is on the list. I was pretty happy about it because even the computer program told me that I could do that. (1, 18-04-01)

Although the students in High School A had other class activities related to career choices, such as workbooks, guest speakers, and videos, they were attracted to the computer program "Choices" for job searching generally. Some of the students in High School A commented that the other activities were also helpful.

Victor commented that the workbooks were helpful. Some self-tests in the booklets helped him to learn what kind of person he was and how he might improve himself. The workbooks were also helpful for him because they reminded him of what he had learned in the course. He saw a problem in that some students completed the workbooks because they were required to do so, and they did not remember what they had learned in class:

> Victor: The problem is that some students just do it, saying, "Okay, whatever. I'll do it." Then they hand it in. But after that they never see it again; it doesn't help them that much. Even for myself, I just do it. Okay, I know what my weakest points are. But after that I forget. By tomorrow I may forget. I know some of it, not 100%, but 50% or 40%. So it is still helpful. (1, 18-04-01)

Eliot commented that presentations by guest speakers, workbooks, and videos were helpful:

> Eliot: There were some classes in the computer lab, but also we had presentations, workbooks, and videos to watch. They were helpful (2, 16-05-01)

Amanda found guest speakers helpful as well. She received more information about jobs and scholarships.

The students in High School B explored career choices using the Internet. Larry found the job shadowing beneficial:

> Larry: Things you are interested in are obviously what you plan on doing as a career, but not always what you are going to do. So like, what we've just done recently was job shadowing. I had an opportunity to shadow a teacher at an elementary school of special needs. That was wonderful. I was able to talk to other teachers who just came out from university. It's a different side of things other than being in a class and being taught. (1, 23-04-01)

Typo also described what a great experience she had had with job shadowing:

> Typo: It was great. I want to be a teacher, like I said, so I went to my old junior high school. It was good because I got to see my old teacher, and I learned the job from a different perspective instead of a student-teacher relationship. I also shadowed someone I even didn't know just for the fun of it. I learned a lot. When you are just walking into the place, the school sucks. But it's a lot different. There is more than you've ever known. It's great and so much fun. You learn new things and new points of view. It's a great experience. (1, 24-04-01)

Robert thought that the budgeting assignment in the financial unit was very important because it gave him information about how to live independently: "What we are doing right now, budgeting, is, I think, really important to know

about. I didn't know there was certain levels of budgets and income tax. That will help me to live on my own" (1, 24-04-01).

Typo also found the budgeting assignment helpful: "The assignment we are doing right now, with a partner, figuring out budgets and the rest of that kind of stuff is helpful, and they should give us a realistic picture" (1, 24-04-01).

Kaliyana recognized that the most useful activity for her was searching the Internet and finding more information about jobs that interested her:

> Kaliyana: There are some activities that we do, and I don't find them helpful at all. But she had us go on the Internet and go on the Alberta occupation website. That was pretty cool because I learned more about jobs that I'm interested in, like how much they pay, requirements they need, and all that. So that was the most useful during the CALM. (1, 23-04-01)

Typo also found the Internet assignment helpful to check jobs helpful for planning her future:

> Typo: We did this assignment. It was the Internet assignment. There is—like, you go and check up all these jobs you think might be good for you. We did a whole bunch of tests to score which school is the best. And I went to check up all these things and I said, "Hey, I like this. It's good. It's fair. It's gonna help me." I get a salary that's gonna help me because if I get married, I'm gonna have a salary with much more income. (1, 23-04-01)

Students found different activities to be helpful during their experiences of CALM. The most valuable activities were those that they could apply in their own lives.

Theme 5: Classroom environment: posters. I observed several posters on the walls in the CALM classrooms at both high schools. During my observations I examined the posters and found interesting and useful messages

for the students. I decided to ask the students about their perceptions of the posters.

Amanda looked at most of the posters. She liked to have them in the classroom: "When your work is done and you are just bored, you can look at them. They are pretty neat. They help you. They give you different perspectives" (2, 23-05-01).

All of the posters on the wall caught Eliot's eyes when he came into the CALM room for the first time. He actually looked at most of the posters:

> Eliot: That's what I first noticed when I came into this room. They deal with a lot of important massages: "Don't drink and drive," what tobacco can do to you. I personally feel that it's good to have posters in the room, but some people might ignore them and say, "I smoke. I don't care. I don't listen to it." They kind of reach out. Over time you read them over and over again; you would think, "Let's do it this way instead of my way." (2, 16-05-01)

Nancy thought the posters were really positive. She had looked at them closely, and she liked to have the posters in the classroom: "If you are bored, you can look around and read encouraging things and advice like 'Drug free' and 'Drive carefully'" (2, 16-05-01).

Kaliyana liked to have posters in the classroom because they made the atmosphere more enjoyable:

> Kaliyana: I think they brightened up the room. They are pretty helpful. It tells you what the subject is and what you could do, like possible careers. Some of them are really cool. They make the room more enjoyable. I had a blank room before. There were no posters or no maps; there was just a blackboard and desks. It was not fun at all. The atmosphere here is a lot more enjoyable because of the posters. (2, 14-05-01)

Larry liked to see the teachers' pride in their classrooms that having posters gave them:

> Larry: I think a lot of teachers try to make the atmosphere a little bit more cheery regardless of what they may be. Ms. P has a lot of "Good Milk" posters from magazines. My math teacher has a lot of hockey pictures. I think it's nice to see the teachers taking pride in the classrooms to make them more homey. (2, 28-05-01)

Robert simply said that he liked the posters and that it was nice to have them rather than a blank room. Tony thought that the posters were very interesting: "For example, 'Do not drink and drive' makes you think. It tells us a good message. The posters are very interesting" (2, 23-05-01). Victor also thought some of the posters were interesting and helpful: "Some of them are interesting and helpful because they are telling you what would happen if you smoke or take drugs" (2, 11-05-01). Typo also thought that it was good to have the posters, and she liked motivational ones.

The students liked the posters on the walls of the CALM classroom. They actually read them and thought about the messages.

Meanings Given to What the Students Learned in CALM

Theme 6: Overlap with elementary and junior high health. Larry articulated that some contents of Sexuality and Relationships overlapped with what they had studied in elementary and junior high health:

> Larry: I think a lot of it comes from elementary. Like this past week, we've been doing the sexuality unit, learning about STIs and STDs. A lot of that kind of stuff was taught in elementary and junior high. A lot of the course materials are review. (2, 28-05-01)

Other students who had taken health in junior high school said that the overlap in content was a good review, and they felt that they had learned new and more advanced information:

> Eliot: Mostly what we studied in health at elementary and junior high was sex education. So the Sexuality unit did overlap quite a bit, but it was good. But everything else in CALM has been totally different and new. (3, 06-06-01)
>
> Kaliyana: Probably CALM 20 is more in-depth, especially with STDs. We didn't really learn about them at all in elementary and junior high. It's good that we did that here. (3, 07-06-01)
>
> Robert: Yes, CALM does overlap with health, but it's more specific. It gives more intensive knowledge. Health was simple, and it was more lecture. CALM is much better. It is more interaction with people. (3, 11-06-01)
>
> Typo: Some of it did overlap, but it didn't touch totally what we are doing in CALM. We learned about what happens, where it happens and why it happens. But it was not as in-depth as we do now. So I think it's good to be mandatory for older kids to know. (3, 11-06-01)

Although some parts of Sexuality overlapped with what they had studied in elementary and junior high health, the students noted that the review was valuable, and they also mentioned that not all of the content overlapped. The students said that topics such as birth control and STDs were new and more advanced than the previous information they had received.

Theme 7: Good to have CALM in schools. Victor was the person who brought up this topic. His comment, "CALM is a parent figure," captivated me, and I pursued this topic, asking why he thought so and what he thought about

having CALM at school. He actually liked to have CALM at school because he had to take it so that he could learn. He noted that today teenagers' parents as well as teenagers are usually busy, and teenagers probably did not learn much from their parents. I wondered if this could be one of the reasons that the students liked to have CALM at school. I decided to inquire further into this topic with all of the other students. Their responses follow in the next section:

> Victor: Usually parents go to work and don't have time to talk to teenagers much. There is a generation gap between teenagers and their parents. I think that parents should spend a lot of time with their children when they are much younger. But teenagers are busy and don't talk with their parents much. Thirty minutes is the maximum. I talk with my parents, [but] I don't learn much from my parents. And that is why it's good to have CALM at school. In CALM you have to sit there and listen, so you learn. (2, 11-05-01).

Amanda also thought that students were more motivated to learn at school than at home. Therefore, she liked to have CALM at school: "I think it's better if topics from CALM are taught by a teacher. You get more motivated to learn when you're at school than at home" (3, 06-06-01).

Similarly, Eliot thought that it was valuable to have CALM because some parents were too busy with their own jobs and activities to sit down with their children and talk to them:

> Eliot: I think it's better to have it in class because you are guaranteed over three hours a week with it, and you can discuss quite a bit of stuff rather than what your parents can do. They can tell you some stuff quickly. But CALM goes into more detail. It also depends on the parent. If parents don't mind sitting with their kids and telling them whatever, it's good. But I think it's also good to have this course. (3, 06-06-01)

As well, Kaliyana thought it is important to have CALM because it is easier to learn in class than to learn from her parents:

> Kaliyana: It's like every other class. You make friends in it. You learn things in CALM that your parents can teach you, but it's better to have it in class, I think. It's just because you can have the class. . . . Yes, because if you don't understand something, your parents might get edgy and bite your head off. But in class Ms. P. is really cool, and she takes time and explains to you if you don't understand. (3, 07-06-01)

In addition, Larry articulated that CALM was definitely good for students who did not have an opportunity to learn about careers and life from their parents. Although he learned valuable information from his parents, he was of the opinion that there was important information that someone like him could learn in CALM:

> Larry: It depends on the family. I've been fortunate enough to learn a great deal from my parents in aspects of life and careers. But on the other hand, a lot of people especially in inner-city schools such as High School B, don't have both parents or a parent at all. Some students live in group homes or whatever the case may be and don't have an opportunity to learn anything from their parents. (3, 14-06-01)

Nancy said that it was better to learn sexuality, especially, from teachers instead of parents. She thought that her parents would feel awkward teaching her sexuality, but she did not feel embarrassed asking questions about it at school because it is included in the CALM curriculum:

> Nancy: I think I can imagine my parents telling me about jobs, but I can't imagine my parents teaching me about sex ed. I think they would feel awkward about that. It's better to have teachers and goals that are written. You don't really feel embarrassed, going out and asking questions about birth control and STDs. It's really good that teachers are there to explain them. (3, 05-06-01)

Similarly, Robert explained that the reason that it is good to have CALM at school is that he thought parents were not comfortable talking about some sexuality topics. As well, he thought that each parent might give his/her children different information because family members may differ:

> Robert: It all depends on the family. If parents are intimate and willing to tell their kids all of the stuff, they will. But a lot of parents are very embarrassed when talking about that kind of stuff with their children, especially when they are older. They think that their children would look down on them or make fun of them. That's what parents don't want. It is essential to have this course because of that. People don't know if high school students actually know that kind of stuff. (3, 11-06-01)

In addition, Typo acknowledged that parents may be uncomfortable teaching their children sexuality:

> Typo: My parents are shy. They wouldn't teach me about sexual boundaries and the rest of that kind of stuff. It's pretty straightforward if you rent a couple of movies. Parents are shy and afraid of their children. I'm not going to hurt them physically or anything. They are afraid to talk to me because it would be uncool. All parents are afraid of their children. As soon as I say "sex" they go, "Oh, no." I feel like I'm Grade 6. They won't do anything. . . . Oh, yes, especially with peers. You can sit there and joke about whatever you want. It's all fun and games. If I say half the things when I'm joking to my parents, they probably would have a heart attack. (3, 11-06-01)

On the other hand, Tony thought that students might not ask their parents even though the parents might be able to teach their children about some of the sexuality topics in CALM. He thought that it would be better to learn from the CALM teachers and with other students in class: "Tony: There are some units parents may know, but students may not ask their parents about them. But there are units in CALM that you can learn with other people. It's better to learn from teachers" (3, 06-06-01).

All of the students acknowledged that it is important to have CALM at school because they are more motivated to learn about life and careers with a teacher and classmates than to learn from their parents at home. In addition to reference to sexuality specifically, the students noted that their parents would not

feel comfortable and that they too would not feel comfortable even if their parents tried to teach them sexuality.

Theme 8: Boring but useful. All of the students mentioned that CALM was interesting and that they learned useful information. However, some of them said that they sometimes felt bored in class. Larry usually found CALM interesting, but sometimes it was boring. However, he viewed CALM as useful:

> Larry: I do find it boring on an occasion. From my personal experience I've gone through a lot of different scenarios with renting a house or finding a job. Depending on a situation I've experienced a little of it. I'm a single child, so I've got a little of independence on my side. So I do find some of the stuff irrelevant because I'm aware of most of it. But as far as a lot of students don't have that opportunity, it is useful for sure. (1, 23-04-01)

Kaliyana found the worksheets boring, although other activities were useful. She mentioned that working in groups had not been successful:

> Kaliyana: Some of the stuff we do is boring, like a lot of worksheets. It's not like hands-on or actual experience. Acting out some of the stuff probably would be more helpful. Sitting in a group, I don't think anybody actually does the work. She [the teacher] puts us into groups, but we actually sit there and do our own work. We don't really work as a team because we don't know several people. (1, 23-04-01)

Nancy noted that Career Exploration was really useful for her, but she found some of the other topics boring. Overall, she acknowledged that CALM was a useful course:

> Nancy: I find CALM a little bit too easy. There is not much pressure. I think more precaution should be stressed on career exploration rather than relationships because personally I think I already know these things about relationships and stuff. I find it kind of boring, but career exploration is really useful. I think if the whole CALM was made for that, it would be much more useful. . . . I think CALM is good as it is. I know I'm finding some of it boring, but I guess the parts that I found boring are useful for other people. It's not fair just to concentrate on one topic; only one person

finds interesting. It goes on different units. I think it reaches broader audience. (1, 25-04-01)

On the other hand, Robert considered his teacher excellent, and he found the class boring only when someone substituted. He thought that whether or not it was interesting depended on the teacher:

Robert: It is very related to me. I can definitely use this. It's boring only when someone else has to substitute. Our teacher is excellent. She keeps us entertained and working well. It is very interesting. We had one substitute teacher; he was very drawn. It seemed like the substitute shouldn't have been doing it. It all depends on the teacher and how well she is trained to do it. (1, 24-04-01)

Typo described CALM as a mixture of interesting and boring information. Similarly to Robert, she noted that the CALM teacher had an important role:

Typo: In some ways it's boring because of a lot of stuff I know, and I could do at home because I have a computer at home. It is pretty much a mixture of stuff. Some days it's boring because I wake up and think, Oh, CALM. But it's really interesting. Ms. P. is a different teacher, not different as in bad. So it also depends on the teacher you have. But I do enjoy it. (1, 24-04-01)

Amanda, Eliot, Tony, and Victor mentioned that CALM was interesting and helpful and that they enjoyed the class:

Amanda: CALM is interesting, a lot of fun and helpful. I learned about different careers, well-being and deciding what you want to do. (1, 04-05-01)

Eliot: CALM is interesting. I quite enjoy it. Some activities are fun, and some presentations were quite interesting. At the beginning of the course we had an activity to get to know other people. I think it helped a lot. (1, 19-04-01)

Tony: There are lots of interesting things in CALM, especially guest speakers. For example, we had a police officer telling us bad things happening not only in Canada, but also in the world. I think it's good for young people to learn that. We get a chance to know what is good. We also had a guest speaker for resumes. It was a good presentation. Guest speakers are usually older than us and have more experience. It's a good opportunity to learn from them. (1, 18-04-01)

Victor: To be honest, anything in CALM is useful. It's not like math. I'm not good at math. When I go to the math class, I think I'm gonna be a police officer and I don't really need math. But you should find functions and stuff like that. I don't want to know it. But CALM, . . . you have to know it. People [guest speakers] do presentations and give you their experiences. When you are getting into it, you don't have to run into a wrong side. You can go straight to the right side. It really helps us. (1, 18-04-01)

In summary, about half of the students stated that they were sometimes bored in CALM. However, they all admitted that they found something interesting and useful to learn about careers and life. About half of the students experienced CALM as an enjoyable course. A few of the students mentioned that the CALM teacher has an important role in their learning.

Theme 9: Personal descriptions: CALM. At the very end of the series of conversations I asked the students to describe what CALM meant to them personally. To Amanda, CALM was the basic understanding of life:

Amanda: CALM lets you figure out what you want to do with your life and your whole career. At the beginning you learned a career is something you do for your life, and it's not just a job. CALM is to understand where you are now and what you want to do in the future. It's your basic understanding of life, what you want to do, where you want to go, and who you want to be with in your life. (3, 06-06-01)

To Eliot, CALM was about how to manage his whole life and career:

Eliot: CALM is pretty much what it stands for. To me, it's career and life management. Right now it's teaching us how to manage your whole life and whole career, how to deal with it, and what to expect out of it. (3, 06-06-01)

To Kaliyana, CALM helped her to prepare herself for her future life:

> Kaliyana: It's a course we take, and it helps us to prepare for the future and helps us to make better choices about ourselves and about where we want to go. You learn about real life; you learn about real things you are really going to have to do. (3, 07-06-01)

To Larry, CALM was about personal learning, and he was motivated to learn because he knew that the information he received was going to influence his life:

> Larry: CALM is definitely a course that is beneficial in a lot of aspects, whether you want to be here or not. CALM to me is something I find should be interpersonal, should be something I want to learn because it's going to effect my life. Whenever the government makes decisions, it's going to affect your life in one way or another. I feel that if you take something in school to educate yourself, you should do it because you want to learn something about a subject or the area in CALM. Should it be mandatory? Yes, but it should be something you want to take because of the benefits afterward. (3, 14-06-01)

CALM encouraged Nancy to follow her dream:

> Nancy: Do it if it makes you happy. If you really want to be something, for example, if you really want to be a teacher, be it. Like, just do whatever really makes you happy; don't just do what other people tell you to do. And make sure that you go into it. You know you really want to do it. I think that's the most important stuff I learned in CALM. (3, 05-06-01)

To Robert, CALM was about interpersonal relationships and basic knowledge for future life, including living:

> Robert: CALM is a help program for getting along with other people outside home and for when you live out on your own. It mainly helps you out with basic things in life, food, shelter and clothing. CALM means to survive your life. It's to understand what's going to happen in the future, and what could happen, and to prepare for it. (3, 11-06-01)

To Tony, CALM was about studying for life in general:

> Tony: CALM to me is an all-considered subject. It is my favorite subject. I don't think there is something that is not important. It's pretty much life in general, knowing yourself, what you can do and what you can't do. I think CALM is a good subject in general. (3, 06-06-01)

To Typo, CALM was a fine life tool and important insurance for future life:

> Typo: CALM is an experience that you don't get anywhere else. You can walk on a street and say, "I see a whole bunch of people who have to prostitute their bodies" and something like that. But that's not an experience from the [CALM] classroom because if they have an experience from this classroom, knowing about everything, like even those posters they have like that, there is nothing like a CALM class to tell you. Look at this! What are you gonna do? Are you gonna sit there while the two-year-old is home starving? What do your mother and father do? Are they male and female prostitutes? That's really gonna go over well in class. It's a fine life tool like an instrument. I'm playing the instrument. All my accessories and all the bells are in the right place. Nothing else is gonna work even though there are kids saying, CALM is an easy credit course. Oh, yeah, it is. But it's also something that is gonna help you. It's real. CALM gave me self-assurance. It means a lot. Although I knew it gave me a backbone. I don't have to do what you want me to do; I can do what I want to do. I still have compromised; if you don't want to compromise, you don't take CALM 20. It's just a whole bunch of reinforcements, pushes you towards your goals, and a really nice teacher. (3, 11-06-01)

To Victor, CALM was another parent to teach him about something he did not know: "CALM is like parents, a parent figure for me. Handouts are just paper but have something, I don't know, something students don't know. Well-being is very important for life. I see CALM as a parent figure" (3, 08-06-01).

In summary, the personal descriptions that the students gave to their experiences in the CALM course had a common theme: that CALM was important to them in that they learned valuable information related to planning for their future lives and careers.

Meanings Teachers Gave to Their Experiences of Teaching the CALM Course

The four conversations with the two teachers lasted from a half hour to one-and-a-half hours. Each conversation was longer than the previous one. Lynne and I covered 40 topics, and Alice and I covered 37 topics during the conversations. Although different topics were evident in the conversations I had with Lynne and Alice, as a result of rigorous analyses, eight themes related to their teaching experience of career and life planning were identified. They were:

Theme 1: the researcher's background as a Japanese home economics teacher and Japanese home economics.

Theme 2: the school, class and students in general: Alberta

Theme 3: relationship between teaching CALM and previous backgrounds as home economics teachers

Theme 4: teacher characteristics

Theme 5: interpreting the CALM themes: activities and resources

a) booklets

b) computers and the Internet

c) videos

d) guest speakers

e) peer education program

f) guided discussion

g) student presentations

h) job shadowing

Theme 6: career and life planning versus career and life management

Theme 7: reinforcing faith in students and making a difference in their lives

Theme 8: personal descriptions: CALM

The meanings that the two teachers gave to their experiences of interpreting the CALM themes are presented in the following section as each theme is discussed. Themes 1 and 2 provided the background for our further conversations and are briefly described. Theme 3 to theme 8 are described in more detail. These six themes reveal the meanings that the teachers gave to their experiences of teaching CALM.

Theme 1: The researcher's background as a Japanese home economics teacher and Japanese home economics. Lynne taught two CALM classes during the semester that I visited her school. She asked why I used the term *career and life planning* instead of *career and life management*. I explained that Japanese home economics has life planning as a part of the mandatory senior high school home economics curriculum, but it lacks a career planning aspect. When I asked her if she thought that CALM included career and life planning, she said "Yes" and described some sections that she recognized related to career and life planning. I also introduced the Japanese school system and the course of study for home economics at the elementary, junior high, and senior high school levels. I shared a brochure that the Japan Association of Home Economics Education published and I had a role in writing as a member of the association. Lynne was very interested in the information and told me that she would share what she had learned about Japanese home economics with

her colleagues who were also home economics teachers. She also liked the idea that in Japan, home economics is offered as a required subject at all three levels. She thought that everyone would need home economics because it provides basic living skills such as preparing food. I agreed that home economics teaches basic living skills that all students need. She asked me what I had taught in home economics in Japan and what kind of food we prepared in the food classes. She was very curious and wanted to learn more about Japanese home economics. I explained what areas of home economics I usually taught to students in the junior high and senior high school classes. I also described some dishes we had made in the food classes.

Alice taught only CALM and was teaching seven CALM classes during the semester that I visited her school. In our first meeting I introduced the research, and she indicated that she was very interested in it. I was so glad to hear her comments. I also introduced Japanese home economics as well as my teaching experience as a home economics teacher. We shared our experiences of teaching sex education, sewing, and foods. I told her that in Japan seven years ago high school home economics—including foods, sewing and textiles, housing, family management, and child care—had become mandatory for both males and females. We enjoyed sharing our experiences of teaching males in our classes. When I expressed my concerns about finding volunteer student participants for my research, Alice told me about some potential participants. Alice seemed to have an idea of who might participate in my research. I was so happy to hear her comments because I was worried about students not volunteering to engage in

conversations with me because participating in my research did not have direct benefits for them. Fortunately, when I went to one of her classes to talk to the students, two female and two male students volunteered.

The sharing of our experiences of teaching helped to establish the foundation of my relationship with each teacher that was built upon throughout the research. As well, Lynne and Alice learned how conversation can be applied as a research mode and create mutual understandings. Both reported that they liked having conversations with me. Lynne stated, "I like the idea of having conversations with you instead of being interviewed. It's good to share our experiences with each other" (1, 03-04-01).

Theme 2: The school, class and students in general: Alberta. Lynne provided information about the school, CALM class, and students in general. School A had about 2,000 students and was one of the biggest schools. There were 30 students in the CALM class I observed. Lynne said that some students saw CALM as an option, although it was mandatory, and they felt that it was easy and that they could miss classes. They did not seem to realize the importance of attending class. There were between 20 and 25 students on each of the days I observed. School A had a reputation as an academic high school. About half of the students attend postsecondary institutions, including universities, colleges, and technical schools, after graduation. About 20% to 30% of these graduates go to university. Lynne considered that the percentage of students attending postsecondary institutions was greater than in most other high schools. The other half go into the workplace, and this group of students struggle with planning their

careers and lives. They work part-time, hoping to try to find a direction. Those students who do not successfully complete courses in high school can enroll in another high school in the district that was especially created to provide a second year in Grade 12.

Alice also described her school, CALM class, and students in general. Most of the students who were taking CALM were in Grade 10 instead of Grade 11. Alice thought that Grade 10 students were not developmentally prepared for CALM and that Grade 11 would be more appropriate. High School B had about 1,200 students, with about 30 students in each CALM class; the class that I observed had 28 students. In High School B about 25% to 30% of the students attend postsecondary institutions, including universities, colleges, and technical schools; about 35% enroll in upgrading classes; and 35%-40% go into the workplace after graduation. Alice offered job shadowing, and students received one CTS credit for successful participation. Although the job shadowing was optional, the majority of students had a one-day job-shadowing experience in April which was individualized learning. They planned and organized it. Alice had also established a peer education program. Guests from the Alberta Alcohol and Drug Abuse Commission (AADAC) and Capital Health who were trained to teach taught the students who participated in the program, and these students taught other students. Alice mentioned that the students are very receptive to learning from their peers. The peer education program was offered in May.

Alice had taught at the senior high school level for six years, and prior to that, she had taught junior high school home economics, including Food and Nutrition, Sewing and Textiles, and Health and Personal Living Skills.

These conversations helped me to gain an understanding of High School A and High School B, the CALM course, and the students at each school. The information provided valuable insights about the research sites.

Theme 3: Relationship between teaching CALM and previous backgrounds as home economics teachers. Lynne liked to teach both Career and Technology Studies: Foods and CALM. She saw similarities between the two. In our first meeting she mentioned that she taught life skills and was able to establish close relationships with students in her classes:

> Lynne: I think that I developed a greater faith in our young people. Cooking is a good way to get to know young kids, too. It's more so than, you know, probably classroom situations. But to get to know them on a personal level, talking about smoking and their sexual activities even more gives you a good picture of what young people look like today. That's why I like teaching CALM. When you're walking in a hallway, they look so big and loud. But when you start to talk to them at personal level, they seem a lot more real and responsible. (1, 03-04-01)

Lynne had taught junior high home economics, including Foods, Clothing Construction, and Family Studies, for 15 years. At the senior high school level she taught both Career and Technology Studies: Foods and CALM. She had been a CALM teacher for eight years, and she recognized that being a home economics teacher helped to teach CALM:

> Lynne: Actually there are quite a few home economics teachers who teach CALM. But I think it's because it goes with the interest of teaching personal living skills more than academic skills. My background is a general education. I have a BEd with a major in home economics,

> meaning that I had some training in Foods, Clothing Construction, and Family Studies at the university in my four-year degree program. And I took two-and-a-half-year courses in the Family Studies Department in the home economics faculty at the University of Alberta for my fifth year. About ten years after I started teaching, I took courses like Family Issues, Communication, and Human Sexuality. (3, 04-05-01)

As Lynne had mentioned in our first meeting, she acknowledged that teaching personal living skills was similar in both CALM and home economics. She reported that courses related to family issues, communication, and human sexuality, which she took after she started to teach, were most helpful for teaching CALM. She felt that the human sexuality course was the most important one and that she did not have any prior knowledge. Teaching Family Studies in junior high provided her with an effective background for teaching CALM: "I think so in the area of family dynamics, and especially things related to relationships" (4, 27-06-01). This indicated to me that there were some similar topics in CALM and Family Studies in home economics. I wondered how she was teaching CALM differently from teaching home economics Family Studies: "I would say that in CALM you work with much larger groups than in home economics classes. Therefore, you are trying to draw out of many diverse opinions" (4, 27-06-01). Lynne tried to take advantage of a larger class and the diversity of opinions by asking students to share their opinions in the CALM class, but not necessarily in the home economics class.

Alice was teaching only CALM, although she had taught home economics courses, and she liked teaching only CALM. She had taught CALM at the senior high school level for six years. Previously, she had worked as a health and CALM consultant for five years before being asked to teach at the senior high

school level. Prior to that, she had taught junior high home economics including Food and Nutrition, Clothing and Textiles, and Health and Personal Living Skills.

Before she started to teach in junior high in Alberta, she had taught in Ontario at the junior high level for two years, in BC at a high school for one year, and in Saskatchewan for one year. Finally she had settled in Alberta. I asked her how her 10 years of teaching junior high home economics was helpful in teaching CALM:

> Alice: The spiral curriculum concept is good to know where the students are coming from and what prior knowledge they have. I don't need to spend much time on facts because they have a lot of them in junior high. In high school we can spend more time on the psychosocial part, real application. Now the junior high curriculum is also changing. I would make an effort to be sure that I'm aware of what's happening in junior high. (4, 15-06-01)

She agreed that her background of teaching junior high home economics courses helped her to know what students learned in junior high school, and based on this information, she developed different and more advanced leaning opportunities for the high school students. Then I wondered what she was providing in CALM that was different from teaching junior high home economics courses:

> Alice: I'm definitely still concerned about personal meaning for students as I was teaching in Foods. I gave students a lot of choices. I still like to have fun, which was the original motivation. I think that the bigger difference is that a CALM class has many more students. You don't get as familiar with students nor build relationships to the same level. That's something I loved about teaching in the Foods area; You get a lot more relaxed. I still think I get some of that, though. There are a lot of similarities. They are both life skills. I've had sixteen to twenty students in Foods classes. (4, 15-06-01)

It seems to me that she was teaching with a similar style. She tried to make whatever classes she taught relevant, experiential, and activity oriented.

Theme 4: Teacher characteristics. Although Lynne thought that her home economics background was helpful to teach CALM, she did not see the necessity in a teacher's completing special education in order to teach CALM. She emphasized more a teacher's desire to teach CALM and a teacher's preference for teaching personal concepts:

> Lynne: I don't believe that anyone needs to have a special training to teach CALM. But what they do have to have is desire to teach CALM to do a good job. I had a new teacher. I should say that a new teacher teaching CALM is a part of my responsibility to guide new teachers, a part of my coordinating responsible job. And he asked me a question. He said, "Are there any courses I need to become a CALM teacher?" and I said, "You are in. You've got all the courses you need. You don't need special training. With all the interest you have you could be a good CALM teacher." But he had a desire. He made a point to come to every CALM meeting, which is twice a month, which is a lot because most courses don't need that much, to learn the program and also to ask questions between all of that time to make sure he was providing consistent programming. So it's just the person's preferences. A lot of people do not like to teach personal-type concepts. They are more in tune with or more interested in teaching math or things where you are not talking about values and feelings. I think it's really fortunate if administrators and people who do timetabling actually stop people who don't have that type of personality. They can't do it because they don't have the kind of desire to want to teach that kind of a course. I mean, you could not get me to teach a math class; I would be just terrible. I would have a headache; I would be upset. And I would do a poor job although I may be capable to teach Math 10. (2, 11-04-01)

While I was listening to Lynne, I wondered whether attending a CALM teachers' meeting was a kind of teacher training for the young teacher. I asked Lynne about that:

> Lynne: That's true. You are absolutely right. That's what makes this school one of the strongest CALM programs in our district. I have taught CALM in many other high schools, I would say at least four, and I personally think that the strongest program is here because the administration has assigned a staff member to help to integrate Career Transition into all of the CALM classes and also to organize the delivery of the program. I do all the photocopying, organizing guest speakers and have time that is given to me, three periods a week, to do all of that, plus to professionally develop new teachers. I think that it's such a bonus for the new teachers. They get training on the job, which is just wonderful. . . . Any kind of professional development helps. . . . But if you have a commitment to do a good job, all you have to do is to pick up the booklets that are used and learn the materials. . . . But the more training you have in any area, it's always a bonus. If this kind of help is not available to new teachers, they can always get help from their colleagues at an "informal" level. (3, 04-05-01).

Lynne admitted that the new teacher could get training by attending the meetings. She told me that she was actually in the position to help new teachers to develop professionally. She emphasized the importance of having a desire to teach CALM and to acquire as much training as they could. She also stated that teachers would not need any university training. However, the University of Alberta began offering a health education program in September 2001 for students who were interested in teaching CALM. I asked her to clarify what she had said:

> Lynne: Maybe I should clarify and say, as far as I know, CALM teachers don't receive special training. I was actually fortunate because I was in Foods, Fashion, and Family Studies that are related to CALM. But I know someone who used to teach CALM at School E. He did a fantastic job. He was a math teacher. He liked it so much and requested to teach CALM full time. I think we should not limit people like him. But I think the university course would be valuable. Actually, I would even like to take the course to learn different methods of delivery. And I think discussions could be fun and cheery. (3, 04-05-01)

Lynne thought that it was a good idea that people acquire an education at the university that would prepare them to teach CALM. She elaborated and clarified her comments. She said that CALM teachers usually did not receive special education at the university; however, she had seen teachers who taught CALM very well, and she did not want to exclude potential good teachers who would like to teach CALM just because they had not completed related university education. She thought that training to teach CALM could be acquired through in-service training, colleagues, and studying by oneself. A desire to teach CALM and a commitment to prepare for teaching CALM were the two important characteristics, according to her. However, if the university offered a program, she thought that completing it would be best for student teachers. Although I understood what she said, I wondered about the relationship between a desire to teach and teaching:

> Lynne: I don't think that anyone would ask me to teach math at the high school level without math training at university, but it actually happens very often at the junior high level where teachers are asked to teach math when they don't have a math background. That's where I would be concerned that teachers are pressured to teach something they are not trained for. It's not a requirement. You don't have to take math to teach junior high math. Yet, at the same time, if I don't have a desire, interest, and background and I'm not very good at it, I would be a poor teacher. At the high school level, most of the time they ask you to teach things you have some training for. I think that it's very wise and necessary because students are at a whole new level. If I said that, I would have been referring to poor CALM teachers who don't have interest or training and are forced to teach it when they shouldn't be because it's really so hard on the teachers, too. It's just the same for me to teach math. (3, 04-05-01)

Lynne admitted that there were some situations in which teachers had to teach a subject for which they were not trained, and those were difficult for teachers, especially if they also did not have a desire to teach that subject. In short, we both understood that if a teacher is requested to teach a subject for which s/he is

not trained, but the teacher has a desire to teach that subject, s/he can be good at teaching it as long as s/he prepares for teaching it. However, if a teacher has to teach a subject for which s/he is not trained and the teacher has no desire to teach the subject, s/he may do a poor job. As for Lynne, she had training in areas more related to CALM as well as a strong desire to teach CALM. She talked enthusiastically about teaching CALM whenever we met, and I wondered if her enthusiasm originated only from her desire to teach CALM:

> Lynne: All six of the themes have to do with the students' personal growth. Those aspects are not addressed in any other curriculum. First of all, it is very exclusive. That's one thing. The other thing is that I really enjoy getting to know my students. I may have discipline problems from time to time, not very often, because students don't know me and I don't know them, and so our perceptions about one another are unclear. There is a split between them and me; whereas once we talk about personal things, I think that it gives us more understanding about each other and where we are coming from. I often find that I'm experiencing at this time a few discipline problems in Learning Strategies, which is understandable because a lot of students are taking the Learning Strategies course because they had difficulty in learning or their attention span or in being unsuccessful over the years. And I have two or three of these students in each of my CALM classes. But discipline does not occur in CALM because even though they know me in Learning Strategies, they address those personal things. So it's a different learning climate or environment. I think CALM makes us understand each other better, so it's more enjoyable. I understand where they are coming from better. It helps me to understand the Learning Strategies students better. We are having less difficulty with the challenges we have because I know the students in CALM, too. Understanding helps in acceptance and tolerance of each other's viewpoints. (3, 04-05-01).

Lynne enjoyed teaching CALM because she recognized that CALM was the only class that dealt with personal growth, and to her it was so important for students to have that opportunity. She took pride in teaching such a course. As well, she enjoyed getting to know her students through teaching CALM. They talked about personal issues in CALM, which helped Lynne and her students to understand

each other better. Her pride in and mutual understanding with the students made her enthusiastic about teaching CALM.

Alice and I talked about the situation in which teachers were requested to teach CALM but they did not like teaching it. Alice stated that the success of the CALM course was dependent upon having a caring teacher to teach CALM. She told me that all the research she had read emphasized that conclusion. Consequently Alice believed that the teacher makes a difference between a meaningful and an irrelevant course:

> Alice: First and foremost, I think they should love kids. Do you love kids? Do you want the best for kids? Secondly, I suppose openness and comfort because of the sensitive nature of the course. You don't have to know everything necessarily, but to be willing to grow with students. (2, 02-05-01)

Alice said that it could be problematic to require a teacher to teach CALM as a time filler because CALM teachers need to be prepared to deal with students' personal concerns:

> Alice: I see CALM as front-line counseling because of some of the contents. We do a separate talk about suicide. Last year I had a student whose uncle is HIV positive. There is lots of really personal stuff. Those kids are really struggling. There are lots of concerns. You always need to be aware of that. My job is to present a diversity of opinions about abortion, human sexuality, and any kind of topics. I say, "If you have any concerns, please talk to me privately." I even say, "Some of the topics we are going to talk about might be hard for you to be part of." (2, 02-05-01)

When she was talking with me about teaching CALM, she seemed to be so excited. She told me that she loved her position teaching only CALM and helping students with their personal concerns. I could see that teaching CALM

was a positive experience for her. I wondered what made her so enthusiastic when she began teaching CALM:

> Alice: I was always a home economics teacher. That started because I wanted to have fun, basically. That was great. I was very skilled with my hands; I love to sew and cook. But I had a student who was sexually precocious and naïve. It's just started that way. These students really needed some guidance. That's how I got into teaching CALM. (3, 02-05-01)

Alice attempted to offer a weekend retreat for those students in need, but the administration threatened her dismissal if she went ahead with it, and she did not proceed with the plan. There were always several students who came to talk to her privately. She thought that it might be because of her openness, and she believed that CALM teachers need to be open to talk with those students who are seeking help. She also shared her own stories in class. As well, she exchanged journals with the students, and she used to share her journal with 200 students. I told her in general terms what the students and I had talked about in our conversation related to the CALM teacher's characteristics:

> Akiko: The students seem to expect a CALM teacher to have a lot of life experience. It is their opinion that older teachers could teach CALM better. I've heard that young teachers are assigned to teach CALM to complete their timetables, but actually the students reported that they want CALM teachers to have a lot of life experience.
>
> Alice: That's very interesting! You know, honestly I don't think it matters. To me, caring about students and the quality of the class makes the CALM teacher successful. That is most important to me. Caring and optimism to think about the future are important. (4, 15-06-01)

Throughout our conversation on this topic, Alice stated that the most important characteristic for a CALM teacher was caring about students.

Theme 5: Interpreting the CALM themes: Activities and resources. In this section I describe the materials and activities that Lynne and Alice used in class. First, I introduce those that I saw in both classes, and then I describe those that I saw in only one of the classes. To conclude this theme, I share each teacher's teaching style.

Booklets:

Lynne provided the students with booklets for each of the six themes. Sometimes there were a few booklets for one theme. They included useful information about the related topics, quizzes, questions, stories, and an activity guide. Lynne gave the students time to work on the booklets after giving them instructions. The students completed several pages, which meant a great deal of marking for her to do.

> Akiko: The booklets have parts where the students write their individual opinions and thoughts. How do you mark them? Do you give them comments on what they write?
>
> Lynne: There are usually two or three things in each unit that I really feel are important. For example, one of the things I would like to read is something sensitive like homosexuality as a sexual orientation. There is a question in the booklet that says something to do with what kind of effect the society has on homosexual people, the way they think about themselves, and how we can help. That's a question I really like to read and make a comment on because sometimes I catch students saying very inappropriate comments there. If I was just to stamp completion of the booklet, I would be giving them an indication that it's okay. Where I caution them in their thinking is to think in a human way. Another example is in Relationships. There is a checklist to check whether their relationships are healthy or unhealthy, and I make sure that they are all having healthy relationships. If they are checking stuff on abusive relationships, I definitely make a comment to let them know that they can come and talk to me or seek out help from a counselor. It depends on the question as to whether or not I give a comment. If the questions are straightforward, they are marked on completion. But reducing marking is another thing we are trying to do. I believe that we need to reduce the number of pages of the

> booklets and mark students more for class participation, which is easier to mark than all those pages. We are working on that. (4, 27-06-01)

She recorded whether or not the students had completed the pages in the booklets. She did not offer comments about the students' personal thoughts. However, for selected questions she did so if she thought that they were making unhealthy decisions related to those topics.

Alice applied the same marking strategy to the students' booklets. That is, she marked whether or not the pages had been completed.

> Alice: I used to mark question by question, but again from another colleague I learned to "speed mark." Because CALM is so personal, you don't mark them whether their answers are good or bad because they are opinions; it's just whether or not it's done. I'm marking on completion. What I'm doing now is five marks per page no matter how many questions. (4, 15-06-01)
>
> Akiko: Do you give them some comments on what they write?
>
> Alice: Very seldom. I don't give them my judgement. But yes, actually I might say things like, "That's great" or "Good luck." My comments are a really encouraging kind. (4, 15-06-01)

Alice gave the students some comments in the booklets that were nonjudgmental, but rather they were encouraging. Alice said that what was discussed in CALM was always subjective. That is, the students share their personal opinions.

Computers and the Internet:

In High School A, they used a computer program entitled "Choices" for completing job searches, which I reviewed. The students could complete an interest survey and an ability survey in which they assess themselves, including their interests, abilities, and preferences. In addition, the program provides

extensive and varied information about which postsecondary institutions offer specific programs for a number of occupations.

During the current school year High School B was not using a computer program, although they had in previous years. Instead, Alice requested that the students investigate different career sites on the Internet. For next year she was considering the use of computer programs because she had heard that they had been updated:

> Alice: Both. I didn't use a program like "Choices." I searched out different sites for the students, and they could also search out their own. We used the ALIS site, the Alberta government site for career investigations mainly and the school finder site. I've put in a request to purchase programs for next year. We might get "Bridges" and "Choices." We had "Bridges" here a couple years ago. They've got a lots of links, which is one of the really neat things. They also have questionnaires students can work through. There is an aptitude test and an interest test. What I didn't like about it was that they didn't have a locker for each student to go to and put their resumes in so they could keep working on them and adding to them. They updated a lot. Now you can buy "Bridges" and "Choices" together for a reduced price. We try to use computers and the Internet a lot. There are a lot of great and interesting sites for students to look at, but that ALIS one, the school finder, and the HRDC one, which is the federal government site, are great sites. (4, 15-06-01)

Although Alice did not use a computer program, she introduced different career sites from the Internet to students to do job searching. She was contemplating the return to a computer program in the future.

Videos:

Four times out of my nine visits to her class, Alice showed videos that I thought were very interesting and informative. She used them to introduce new topics and to assist students in creating questions related to the topic. I asked her how she had started using videos:

> Alice: One of the things I've never thought about is using movies to enhance the units. Another teacher told me that. In every unit there is a movie. In Career Explorations I showed them *October Sky* for goal setting. In the Financial Planning next year I'm going to show a movie called *Hidden in America*. It's about a man who loses his job. In the Relationships, they choose between *She Is All That* or *Ten Things I Hate About You*, or I have so many other movies. And students love those movies. I feel guilty, but I rationalize it and we have to do questions and talk about the movies. Right now most of my videos are a bit outdated. I put the word out. I was talking to the librarian to keep her eyes open for any new videos on drugs and alcohol or abstinence. While the abstinence one is a good video, it's getting outdated, and students really reacted to that. (4, 15-06-01)

In addition to the video that she had identified, I saw others on her shelf, which she was using to enhance the information in the units. She asked the students questions about the videos after showing them and held class discussions.

Lynne used videos in class as well. However, I did not see any of them during the series of visits except one that was shown by a group of guest speakers. Thus, Lynne and I had limited discussion about videos.

Guest Speakers:

I observed Lynne's class at High School A nine times, and there were three guest speakers. During the course there were 8 to 10 guest speakers. Lynne told me that she used two ways to solicit guest speakers to come to school. One method was to call organizations and community groups that provided appropriate speakers and invite them. The other way was to accept offers from organizations and community groups that volunteered. According to Lynne, many guest speakers who came to her classes had offered to deliver presentations:

Akiko: So community members are volunteering to come to school.

Lynne: Yes. I think that community groups and business are finding that it's an advantage to be visible. These students are the young adults who are going to use their services in the future. We have to be careful that we are not promoting specific business. (4, 27-06-01)

To me, this was an impressive method to involve the community in the school curriculum because I had never attempted to do this myself. It is usually difficult to bring people from outside the school into a class in Japan. However, I noticed that students' attendance was lower when there were guest speakers in class. I wondered what meaning Lynne attached to the lower attendance when guest speakers came in from the community:

Akiko: I thought that it would be more fun for the students to have a guest speaker. However, I noticed less students attended than usual when you had the guest speaker from the Canadian Bank Association.

Lynne: Even if you give them points for attending, maybe they think it's not going to affect their course mark when they miss one ten-point assignment; whereas, when I was teaching, I might give them instructions that might affect the next day or week because we might be starting a new unit. We may go to a computer room. They may be absent when instructions that would affect several assignments are given, whereas they know that a guest speaker is a one-shot, ten-point deal, and it is easier to absorb those marks. I'm not sure, but students have established that habit over the years. Even though they get points for being there, they may still have their mindset of "It's only a guest speaker," which I would really like to change because these guest speakers have their expertise that we as CALM teachers don't have. People from the Canadian Bank Association have knowledge and they can answer questions about investments and so on that CALM teachers normally would not be able to. We had a constable a few times, too. He was very interesting because he talks a lot about his experiences on the job, especially when he talks about drugs and alcohol and impaired driving. Those are the firsthand experiences he had, and teachers would not be able to share. It also helps students to make better decisions. But it's a bit of a habit that has been cultivated over the years, and it just needs to change. They are really losing out on pretty expert information. It used to be worse. I think the points are helping. We could see some improvement, too. Another thing is that we may need to organize guest speakers at a different time. We have guest speakers

> come just before spring break or just after spring break or just before an exam week. It seems like we are trying to fit guest speakers in between our program, too. Even though they have expert information, we need to have them as a part of the information we have to share rather than adding on. (4, 27-06-01)

She admitted that she was aware of increased absenteeism when guest speakers were presenting to the class. This behaviour seemed to have worsened over the years because of students' attitudes. The guest speakers were selected to provide a specific expertise that Lynne did not have, including different life experiences from hers. However, I observed that the guest speakers presented a tremendous amount of information in one class, and I wondered how the students could absorb this amount of information:

> Akiko: The guest speakers seem to give a lot of information in their presentation. Do you have classes later review what the guest speakers talk about?
>
> Lynne: We hardly get a chance to do that. It's just because our program is so packed. I wish we had more time to do that, but we don't. And we should. If we could get more time, we would. It would be great if we could. A few words may be said the next day as a summary, but guest speakers usually present right to the bell. I suppose that what we could do, is to leave twenty minutes for discussion even within the period. But we haven't done so far. (4, 27-06-01)

Lynne said that, unfortunately, the class did not have time to review the guest speakers' comments. This situation also revealed the time limitations in the course schedule.

Peer Education Program:

Students in High School B had one external guest speaker who presented career information, and the other guest speakers were students or internal guest speakers who were a part of the school's peer education program and had

successfully completed CALM. The peer education students work with a number of different community organizations such as AADAC and Capital Health. After studying at the organizations, they came to the CALM classes to teach other students what they had learned at the organizations. I have never seen a peer education program in Japan. I asked Alice how many students were involved and how the students were chosen:

> Alice: Right now I have sixteen students. This year I recruited earlier because there was an opportunity for a training workshop I wanted to take them to. Since this is the end of the school year, it made more sense to take students who would be interested in staying. All my peer ed students are Grade 12 except one. (3, 28-05-01)
>
> Akiko: Do you usually recruit around that number of students?
>
> Alice: Twelve to sixteen. I think twenty would be the max. But I would say there would be not as many students who are interested in it. (3, 28-05-01)
>
> Akiko: How and where do the students get educated?
>
> Alice: We go through strategies, and then we get trained with the consortium of AADAC, Capital Health, Planned Parenthood, Red Cross Center, and the Sexual Assault Center. There are several different agencies involved. They put on a two-day workshop for students. We do this program in the fall. (3, 28-05-01)

Alice had established and coordinated the peer education program at High School B. She found that students were very receptive to learning from their peers.

Guided Discussion:

One day while I was observing Lynne's class, she used brainstorming to introduce a new topic. She not only collected responses from the students who spoke up, but she also called upon the students by using the names on the

attendance list and asking those students for their responses even though they did not raise their hands.

> Lynne: I do use brainstorming to introduce topics, but I usually call it *guided discussion* because what it means is that I am guiding students to respond in a organized fashion. And with that they've been taught to be good listeners because I either take points off if they are talking sometimes when another student is talking. That's a kind of discipline strategy, but it does emphasize the importance of listening. So the guided discussion to me would involve brainstorming where everyone would give ideas and we look at what we produce as a group. But brainstorming to me is where ideas even are less specific and more general. Anything would fit under brainstorming, whereas I'm looking for more specific answers from students, but still individual answers. But I'm looking at one student encouraging that student to speak up. What I do is that I ask each student a question. Every student in class gets an opportunity to respond. They get a check mark for responding anyway. I use the attendance list. I go up and down the list giving the students opportunities to respond. In that way it's not only the same student responding all the time. So only we are not hearing from a particular part of the population. I want the students to hear from everyone. I want the students to feel important, too. Not just ones who feel comfortable or confident to talk, but those who feel shy to talk can feel that their voices are important in this group, as well. (3, 04-05-01)

Lynne called this activity a guided discussion because it was broader than brainstorming, and specific questions guided the responses. She used the attendance list to solicit responses from all students, even those who were reserved and did not readily respond. In addition, this activity provided opportunities for students to practice their listening skills while hearing diverse ideas from other students.

Student Presentations:

Lynne asked students individually or as small groups to present information about birth-control methods after they studied them using a computer program. She even provided the students with information for their presentations.

I wondered whether it was redundant and what the purpose of this presentation activity was:

> Lynne: The purpose of the presentation was to show them the actual items that can be used for birth control because on the computer you just see the screen and you don't get a chance to see the texture or really to get an idea of the functions of the birth control items. You can hold them in your hand and look at them. And also, whenever students teach other students by giving them presentations, they are forced to know the information better than when they read about them, answer questions, and study. So it's for learning reinforcement. (4, 27-06-01)

Lynne made the class practical by having the different birth-control items available and asking students to present this information to the other students. The presentations also gave all of the students equal opportunities to develop their public-speaking skills.

Job Shadowing:

Another unique learning experience that Alice provided for the CALM class in High School B was job shadowing. Although it was offered as a component of CALM, students received credits by using the course code for CTS: Career Project. It was optional, but the majority of students completed a one-day job shadowing in April. The experience was very student oriented; they were responsible for planning and organizing it. Alice included this personal activity in the CALM course so that the students could learn something about themselves.

Theme 6: Career and life planning versus career and life management. In the middle of the research I began to get confused about the relationship between the two themes of career and life planning and career and life management, and I remembered my original thoughts. I thought that I was

seeking meanings of career and life planning education through the career and life management course, and I thought that career and life management included career and life planning. However, as we participated in our conversations, I was becoming uncertain whether we were talking about career and life planning or career and life management. I brought up my confusion during my conversations with Lynne and Alice:

> Akiko: When I asked if CALM is helpful for students to plan their future career and life, you said "Yes" and described what you teach in each unit in detail. I could see how helpful CALM is for students. So I assume that you think the entire course supports students' career and life planning. I use the [term] *career and life planning* instead of *career and life management*. What do you think is the difference between the two [terms]? I may be inaccurate, but I interpreted what you described about CALM, that CALM is helpful for students to acquire life skills or life-managing skills. I think we need to enable students to develop and enhance life skills, but they also need to plan their future life and career. What relationship do you see between the two titles career and life planning and career and life management?
>
> Lynne: Probably they are pretty simultaneous. They can be used interchangeably. I think the only reason why I pointed that out is just because Career and Life Management is the Alberta Learning official program name. . . . I didn't want it to be seen as career and life planning when we really call it career and life management. That's why it's called CALM; it's the acronym. However, I do agree that we do some planning as well because we are not only managing the life now, but we are giving students the information so that they can plan their future. So we are definitely planning as well. (3, 04-05-01)
>
> Akiko: So do you think that career and life planning is under the umbrella of career and life management?
>
> Lynne: Yes. Exactly. It's a part of managing their life not only now but also in the future. (3, 04-05-01)

I became more confused because at first Lynne had said that the two words could be used interchangeably, but later she said that career and life planning was a part of career and life management. I requested further clarification:

> Lynne: Career and life planning deals with present and future. I feel that management means more present. Planning seems to be a part of management. Managing is right now. Planning is planning for the future. That's why I thought that the term career and life management encompasses both present and future. They could be used interchangeably. (4, 27-06-01)

Lynne included career and life planning in career and life management and acknowledged that CALM had a broader meaning. I wondered if they specifically studied future planning and asked Lynne for further information:

> Lynne: Definitely, even in the Self-Management unit. There is a worksheet in that particular unit. For example, what are my goals now? Those are short-term goals. What are my goals for the near future? What are my long-term goals in five years and ten years? So we have students look at their goals for the future as well. In the Career Planning unit they are definitely looking at planning careers for the future, looking at the postsecondary institutions that they can attend. So a lot of them are planing for the future. Even if you take the Well-Being unit, we are looking at fitness so that we can have a better quality of life later. We also take Sexuality. A lot of students are not sexually active now, but most of them will be sometime in their lives. So it's also planning. They are getting information for that now. Independent Living is the same thing. They are not living on their own now, but they will be. This is kind of their last chance to get the information for their futures. (3, 04-05-01)

Lynne agreed that each theme has a future planning aspect as well as a present managing aspect, and the future planning includes short-term goal setting and long-term goal setting. Then I wondered if the curriculum included a focus on particular crises that could occur and impact their lives:

> Akiko: You recognize that students' choices change over the years, especially if they have a crisis or something. So how do you prepare them to alter their decisions? Do you discuss in class how to deal with changes, problems, and crises?
>
> Lynne: As far as a crisis is concerned, in the Independent Living unit we do have an activity where a teacher has an envelope of various different kinds of crises that can happen—illness, loss of job, loss of family member, and things like that—and students in pairs have to pick a crisis and rework

> their entire budget. They work for two-and-a-half weeks as to what would happen with living expenses if this crisis happens. So it's incorporated in the Independent Living unit. (3, 04-05-01)

Lynne gave students an opportunity to contemplate the possibility of crises and plan what they could do. Later, I shared a message that I had received from the students during my conversations with them. The students reported, especially regarding potential crises, that they felt that more time allocated to discussion and less time allocated to completing the assignments in the booklet would be more valuable for them.

> Lynne: Actually, I got the same message. I've been getting the same message for a few years. I've been sharing that at the CALM teacher meetings, and it's happening on a very small scale. But I feel even more so after listening to the students this time around. They were saying less booklets and more discussion. And I believe that, too, because I feel like I know my students better if I can have discussions and I learn more about the dynamics of the students in class with each other and in their own families. And it makes teaching more interesting because you are on a more personal level and even more sharing. So I agree with that. In fact, we are having a meeting tomorrow morning. I'm going to look over the first booklet tonight and make some suggestions to make it shorter to leave more room for discussion. (4, 27-06-01)

Lynne agreed that discussing potential crises in class was important to her; because she had received the identical message from the students. She seemed very positive about implementing this suggested change.

I talked about my wondering with Alice as well. First, she informed me that the province of British Columbia offers a course entitled Career and Personal Planning for Grade 9 to 12 that is similar to Career and Life Management:

> Alice: One is BC and the other one is Alberta. They call the course Career and Personal Planning in BC. The words have such power. Certainly their course is about planning. It's about both because we certainly do both. But to me life skills are about management. (3, 28-05-01)

Akiko: So do you think planning is included in that?

Alice: I think it's paralleled perhaps. They have to do goal setting, career investigation, and those kinds of things, thinking about an ideal partner, what's important to them. Then, to me, management of the skills goes with it. In a relationship you need conflict management skills, communication skills, and stress management. Planning your life is all part of it. We need them both.

Akiko: I think you need life planning skills for your future as well. What do you think?

Alice: It's like a spiral, an onion or an orange. Yes, an orange. You've got a skin as planning, and you've got segments inside which can be managing.

Akiko: Do you mean that the segments are different kinds of management skills?

Alice: Yes. We will throw in some seeds, too. They are definitely complementary to each other. It is interesting. I know that the BC curriculum has adapted a lot from CALM. I've never looked at it that closely, to tell you the truth. But it's very, very similar. (3, 28-05-01)

Akiko: You said, "We will throw in some seeds"? What does "some seeds" stand for?

Alice: It would be unexpected pregnancy perhaps, getting fired from the job, or being laid off from the job. You know, some crises or hard bits. Last week I provided students with three different occasions; one was a suicide, another was an attempted suicide, and the third one was the loss of a mother in a car accident. I didn't mention this before, but I think CALM is also front-line counseling. A lot of students come and talk to me. Those are the seeds I was talking about. The life management skills I do with the students are about dealing with stress coming from all of those seeds. (4, 15-06-01)

Alice saw a planning component in CALM, and she provided an interesting metaphor for the relationship between planning and managing by imagining an orange; the seeds were the potential crises that could occur throughout life. She told me another story of her experience of working with students' personal issues outside the classroom. Then I wondered whether she had discussed in class how

to deal with crises or possible changes and/or problems that could occur in life: "This year we ran out of time. We usually talk about depression and suicide, relationship break up and divorce, sometimes body image and eating disorders" (4, 15-06-01). I also shared with Alice that during my conversations with students they had indicated their concern about having more time in class to discuss these possibilities. Alice provided further thought:

> Alice: That's the structure part, too. I have found with that class having a discussion has been challenging. I don't know if it is the environment or me. We'll see. It gives me a thought. I usually have a discussion right after the marriage unit. (4, 15-06-01)

That year, High School B developed a policy that prevented students from participating in field trips in June. Therefore, Alice had to teach the Sexuality unit in CALM earlier so that the students who went to different organizations for workshops would not miss classes in June. Unfortunately, this change left no time for class discussion in the Marriage unit.

After my conversations with Lynne and Alice about preparing students for potential crisis situations, I wondered whether I was investigating the meanings of career and life planning and/or the meanings of career and life management. When I reflected on potential crises, it seemed to me that the focus would be management, not planning.

Theme 7: Reinforcing faith in students and making a difference in their lives. During our later conversations I asked both Lynne and Alice to discuss what their experience of teaching CALM meant to each one of them. To Lynne, her experience of teaching CALM was translated into reinforcing her faith

in students and believing that the information and skills that students acquired through her teaching of the CALM class would make a different in their lives:

> Lynne: It just really keeps me in touch with who the students are on a personal level, and it gives me faith in young people that they are making good decisions for the most part. And they show it in class and to the teachers more than they show to their parents. It is reassuring that young people are making good decisions. (4, 27-06-01)

Being a CALM teacher, Lynne indicated that she had opportunities to increase her personal understanding of the students, and she was able to design the course so that students would learn and enhance their decision-making skills. Lynne initially discussed what teaching CALM meant to her during our second conversation when we talked about how CALM helped students to plan for future careers and life.

Alice was very passionate about teaching CALM. She was also politically active to ensure its continuation. She was lobbying and involved in a core group of people to create a CALM specialist council within the structure of the Alberta Teachers' Association, similar to other subject and specialist councils. She appeared to be excited while she was speaking about lobbying the government for the important Human Sexuality component to be included within CALM. Unfortunately, the specialist council was never realized because of a number of impeding factors. Alice concluded our conversation by stating that CALM is the most important course for students to complete even though they may not appreciate it while they are enrolled in it: "It's just a constant reminder to me of optimism. Most of these students are filled with anticipation and everything. My personal meaning of teaching CALM is making a difference truly, truly. I know it

sounds cliché" (4, 15-06-01). Alice's experience of teaching CALM meant to her that she was making a difference in the lives of the students. She seemed to be proud of herself for doing so.

Theme 8: Personal descriptions: CALM. Near the end of our final meeting, in one of the remaining conversations I asked both Lynne and Alice to describe what CALM meant to them personally, as I did with the students. Lynne saw CALM focusing on the process of growing as a human being. The key phrase that she reiterated through our conversation was *personal growth*, and she noted that it was different than academic growth: "It means an opportunity for students to talk about their beliefs and feelings to grow personally, whereas many of the core academic courses are focusing on the content instead of the process of growing as a human being" (4, 27-06-01).

To Alice, CALM meant an opportunity for her to assist students and support them as they, themselves, created meanings and passion for hope and their futures. She noted that CALM provided an opportunity for students to learn about their own lives:

> Alice: CALM is about helping kids and supporting kids in meaning and love of life and hope. That's really what CALM is to me. The curriculum content of it is very relevant to help these kids with their personal goals, their foundations, and other things that matter to them, family, friendships, and career. What are the purposes in jobs and careers, love and meanings in relationships, and meanings in materials and consumers. (4, 15-06-01)

In summary, the two teachers' personal descriptions of CALM included their expectations for students to achieve personal growth, for Lynne, and learning about their own lives, for Alice.

Given These Meanings, to What Extent Does CALM Help or Hinder Students' Career and Life Planning?

The following section provides the responses to research question 2: Given these meanings, to what extent does CALM help or hinder students' career and life planning? The responses are categorized into two perspectives: the students' perspectives and the teachers' perspectives.

The Students' Perspectives

Planning and Job Options

In all of the conversations that I had with students, a common theme emerged. They knew what they would like to do after graduating from high school and what kind of job/career they were going to pursue. Amanda wanted to become a nurse, or she wanted to work in something related to the medical field: "I want to do something in the medical field, probably nursing" (1, 04-05-01). Eliot wanted to be a psychologist. He would have liked to have a human-centered job: "I want to be psychologist. I'm interested in human behavior, like how people act and why. I like to work with people and help people" (1, 19-04-01). Kaliyana wanted to be a writer and a marine biologist. She wondered what she would pursue first:

> Kaliyana: It's hard to say right now. There's a lot I want to do. I want to become an author. I want to go to a coast school because I want to go into marine biology. I'm thinking to take a year off after high school so that I can work. (1, 23-04-01)

Larry wanted to be a high school teacher: "I was inspired by the teachers who taught me. I like to help other people, too" (1, 23-04-01). Nancy would like to be

an engineer. Her brother and her childhood experience had influenced her decision:

> Nancy: I'm thinking I would like to become an engineer. My older brother is becoming an engineer right now. I think it sounds like fun. I like it. When I was a kid, I always loved to play with Lego and design things and stuff. And also in CALM they teach you to sort of follow your dreams. (1, 25-04-01)

Robert wanted to get a job related to electronics. However, he wanted to have as many options as possible:

> Robert: Pretty much I try to have as many options as possible. CALM class increases my options in almost any field. It helps me to get a sense of what I need to do. I have a career already. It is a customer service rep. But I'd like to go to work at a job like electronics. (1, 24-04-01)

Tony came from Kosova to Canada two years ago. He corrected me and explained that Kosova was also known as Kosovo. I respected what he told me. I realized that Kosovo is the name the dominant West gave them. Since I looked at the background of the contradictions Japanese home economics education holds from the post-colonial perspective, I decided to keep the perspective. His future plans changed because he had to move to Canada. In Kosova he was planning to study mechanical engineering to be a mechanic. There was an apprenticeship program in Kosova where he could practice as a mechanic and then go to college later on. He wanted to be in that program. However, since his situation had changed, he did not want to become a mechanic any more; he wanted to be a doctor. He wanted to pursue a career that he could follow regardless of the country he was living in. His childhood experience had influenced him to think about being a mechanic, but when he looked at his

uncle's lifestyle, he easily imagined living a good life. Furthermore, he began to like science. This was the stimulus that gave him the idea to study medicine:

Tony: I had a different plan before I came to Canada, but my plan did change. So far I have a plan to get a high school diploma and later to study something like science, like biochemistry. If I study science or medicine, it would give me a good opportunity to get a job whether I go back [to Kosova] or I choose to stay here. As I grew up in Kosova for sixteen years, I do have a lot of relatives there, so I may want to go back. There are two ways of earning a living. I want to keep the options open. (1, 18-04-01)

Akiko: You mentioned that you have an uncle who is a doctor. Did it influence you to want to study medicine? You said that you want to get a job you can do wherever you live. I think you can be a mechanic wherever you live. Why did you decide to study medicine?

Tony: I learned how he got a better life. I am good at science. If I take the subject and if I want to go back to Kosova, I have an idea how much I would make and what my life would look like. In Kosova, eighty or ninety percent of people deal with agriculture; they are basically farmers. On the farms they have a lot of problems with machines used in the field. They needed to repair them. It was expensive to take them to mechanics. You can't call mechanics every time you have problems; you can have problems in the middle of the field where you are working. It was my hobby. One day my tractor went down. I called a mechanic. He estimated the price including his labour and everything. It seemed very expensive for me. I had a book for the tractor to explain how to fix some problems. Then I started to fix my tractor right at the place where it was left. I succeeded in fixing it. From that day I started to fix it by myself. I was eleven years old at that time. I thought I was good at mechanics, and I would do mechanics. But I understood that you get dirty when you work. Then I thought I would go for mechanical engineering and supervise something in a factory. Then the war started and everything changed. If you were a mechanic, you could work wherever you want. But if you were back home in Kosova, you would not make much money because you work on your own. If you run a shop, you have to spend the money you get and finance your tools. It's pretty much recycling money and not gaining much money. When I got here in Canada, I've also seen that mechanics don't make much money. I also started to like science, but I'm not sure. (2, 11-05-01)

Typo would have liked to work in an area that had to do with people. She wanted to be a teacher and a computer technologist, and she was also interested in parapsychology:

> Typo: I want to be an English or a social and science teacher, or possibly a computer teacher working for the several fields. I also want to be a computer technologist. And most of all I want to work for something that has to do with people. (1, 24-04-01)

Victor was originally from Hong Kong, where he had lived until the age of 14. He wanted to go to university after high school and study criminology, after which he planned to go back to Hong Kong and become a police officer. Before deciding to become a police officer, he had contemplated the field of business. But because he realized that he might not have a stable income in business, he chose to become a police officer:

> Victor: I want to be a police officer. I've wanted to be a police officer since I was a little kid, like I was six or seven years old. But actually in junior high I was thinking of studying business instead of being a police officer, but I found out business was not something I wanted and went back to my original plan. (1, 18-04-01)

> Akiko: How did you find out that business was not for you?
>
> Victor: You would not get a stable income with business, and I don't like to have a financially unstable life. If you are a police officer, you can be a police officer anywhere and no matter what is happening. Even if there is an economic problem or war, people need police officers. I think that a police officer is one of the stable jobs, and I appreciate the stability. (2, 11-05-01)

These comments were a surprise to me because I have seen many Japanese high school students who did not know what they wanted to do in the future. All of the participants in this research addressed what kind of jobs they would like for their futures. Some of them mentioned how they initially formed the ideas of the jobs they wanted, such as their childhood experiences, the merits of the jobs, their personality, and relationships to other things they like to do. Some

of them thought about the decisions they were making about their future career plans after completing high school, and they mentioned that they wanted to be open to more options even though they had some ideas about what they wanted to do.

I asked them how CALM helped them to make decisions about their future plans. The students acknowledged that CALM had not helped them directly to decide their future career plan, but it helped them to see clearly what they wanted to do and what their options were.

Amanda had an idea of what she would like to do after high school before taking CALM. But the activities she completed in the CALM course, such as the computer program and listening to the guest speakers, helped her to understand more about what she needed in order to pursue her future plan:

> Amanda: Actually, we just did a unit in CALM called Career Planning. We went to a computer room. We looked stuff up and where you need to go if you are planning to do it here in Edmonton and wherever you want. It kind of explains what kind of courses you have to be strong in and stuff like that. (1, 04-05-01)

Eliot had his plan before taking CALM. However, CALM gave him other choices he could investigate: "I've had a plan before. CALM gives me an idea of other choices. I think it's good for that. It just opens other doors, other options I could take, so it's still helpful" (1, 19-04-01).

Kaliyana learned more information about jobs that she might pursue. However, CALM provided her with information about potential jobs and the education that they required:

> Kaliyana: There are some activities that we do and I don't find them helpful at all. But we went on the Internet and went on the Alberta occupation website. That was pretty cool because I learned more about jobs that I'm interested in, like how much they pay, requirements they need, and all that. (1, 23-04-01)

Larry thought that most of what he had learned in the CALM course was what he had already experienced. For him, CALM defined what he had already known:

> Akiko: You said that CALM has been helpful just for the fact you were able to revise things and see how you could improve what you already knew. And, in fact, you did revise your resume according to what you learned in CALM. Is there anything else that you experienced before, but through CALM you reassured or added to your knowledge and skills?
>
> Larry: As far as rewriting my resume, that was also a plus. I was able to get a job in March with the revised resume. From my standpoint, I have not learned a lot that I've seen and that had been a part of the activities involved in CALM. But it's tweaked. It's been a little better. It defined what I've already known. (2, 18-05-01)

Nancy had an idea about what she would like to do, but she was uncertain about the idea before taking CALM, and the course helped her to clarify her decision:

> Akiko: You talked about both your brother, who is becoming an engineer, and your childhood experience, playing with Lego. You also said that CALM teaches you to follow your dreams, so I wonder if your childhood experience was more influential.
>
> Nancy: I think my childhood experience is more influential than my brother since I've been growing up with that a lot longer. But I'd been kind of uncertain about it. And then, CALM could wake me up, shake me, and say, "Follow your dreams. Do what you really want to do, not make other people happy." I think that makes me feel better. (2, 16-05-01)

According to Robert, "Pretty much I try to have as many options as possible. CALM class increases my options in almost any field. It helps me to get

a sense of what I need to do" (1, 24-04-01). Tony thought that CALM was helpful, but it did not influence his career plan: "I think CALM is really helpful. First you learn your abilities, changes, and behavior. It's a good opportunity for young students to know what is good and what is bad" (1, 18-04-01).

Typo also had a career plan before taking CALM, but she found the Internet assignment especially helpful in planning her future by investigating jobs that interested her:

> Typo: We did this assignment; it was the Internet assignment. There is—you go and check up all these jobs you might think would be good for you. We did a whole bunch of tests to score which school is the best. And I went to check up all these things and I said, "Hey, I like this." It's good. It's fair. It's gonna help me. I would get a salary that's gonna help me there. (1, 24-04-01)

Victor had his career plan before he started CALM. He had wanted to be a police officer since he was a little child living in Hong Kong. He was planning to go back to Hong Kong because he thought that he had better opportunities for being a police officer there. CALM did not influence his plan, but he recognized that the course was not only about his career, but also about his whole future life:

> Victor: CALM is not only about my career; CALM taught me everything about my future. For example, planning on anything important and being a teenager. (1, 18-04-01)

> I started to plan to go back to Hong Kong as soon as I came to Canada because I can get opportunities in Asia, but not in Canada. You don't get those opportunities in Canada even in terms of being a police officer. (2, 11-05-01)

All of the students had had their ideas about their future careers before taking CALM, but some of them were not sure whether what they had in their

minds was what they really wanted to do in the future. CALM assisted the students in making decisions. It also gave them more career options to consider.

Vague Personal Life Plans

After the initial conversations with all of the students, I realized that they talked about their career plans only when I asked them about both their career and their life plans. However, during the conversations with their teachers, they indicated that both career and life planning were included in CALM. I wondered if the students recognized that they were learning about life planning as well as career planning. Therefore, I asked them about their personal life plan.

Nancy reported that she was not sure about her life plan. However, she said that she recognized that CALM was teaching students how to plan their lives:

> Akiko: You said that if CALM focused only on Careers and the World of Work, it would be much more useful. But I think life is not only about careers. I think that you need to decide your lifestyle as well. Even if you have a well-paid, fabulous job, you may not be happy if your personal or family life is not going well. Do you have a life plan besides your career plan? Does CALM help you to think about your life plan? If "Yes," how? Could you give me examples?
>
> Nancy: I'm not sure about my lifestyle plan. I've not really thought about it. I just thought it would come naturally. I guess you are right. CALM is teaching how to plan out your life. I guess I want to have kids and get married, but I'm not really sure what kind of relationships to set up right now. Yes, CALM is useful; it teaches us that kind of stuff. (2, 16-05-01)

Victor commented that he placed more priority on his career plan than on his personal life plan. He assumed that events would happen naturally, and he did not seem to understand the necessity of planning his life in addition to his career plan:

> Victor: Buying a house, getting a fancy car, getting married, and having children, these things come naturally. I'm thinking about my career first. I want to get more knowledge and go to university first. I don't want to think about other things right now because I'm seventeen and it's too far to think about getting married and having children. The most important thing for me now is my career plan. (2, 11-05-01)

Eliot had an idea of the lifestyle that he wanted to have. He saw CALM helping him decide how to plan, and he thought his life plan was his responsibility and therefore depended upon his decisions:

> Eliot: It doesn't really matter how well paying or how low paying my job is. I'm not too concerned about that. Sure, it would be nice to have a well-paying job, but what really counts is if you have a good personality and a family to look after and to care for. Money is the last priority. CALM tells you how you should act. It's a matter of your own decision. I'm sure it's an important topic, but it's just a matter of how you want to live your life. (2, 16-05-01)

Amanda indicated that she had a life plan as well as a career plan. The Well-Being and Relationships units helped her decide what lifestyle she wanted:

> Amanda: I'd like to have a family, a husband, and three kids possibly. Well-Being and Relationships, those units helped me a lot to understand what kind of lifestyle I want. I remember in the booklets there were quizzes to see what kind of person you are, how you learn, what you like, and what you don't like. (2, 23-05-01)

Tony indicated that perhaps he would get married. He acknowledged the importance of life planning:

> Tony: I do like to have a good relationship with my partner and friends. The Independent Living unit and Self-Management unit helped us to think about our future life plans. We learned differences between being alone and working together, working in the society and living independently. I think it's good to think about and plan ahead before doing. Otherwise, it would be too late when you want to change something. (2, 23-05-01)

Kaliyana reported that she had had a life plan before she came to the CALM class. Therefore, CALM was not necessarily valuable for her in terms of personal life planning: "CALM kind of did, but not really. I knew what I wanted before I came to the CALM class. I don't really think it totally helps me. (2, 14-05-01).

I asked Larry about the importance of both career and life plans. However, our conversation diverged, and we talked about religion in the Canadian school system.

Robert admitted that he was not thinking about his life plan. He also said that there was a limited time for discussion about this topic in class: "I don't have a plan for having a family, not at this moment. We had an opportunity to talk about in class, but not much" (2, 28-05-01).

Typo acknowledged that CALM most definitely helped her plan her life:

> Typo: I do have a life plan, and most definitely CALM helped me. I plan to get married. But when I look at the big picture, which was just recently that I clued in, I'm not going to get married anytime soon. I want kids, but I don't think I can have kids now. That's okay. But if I do, it's not going to be anytime soon. It opened my eyes to see. You could have a big, fabulous lifestyle as soon as you step out of your mother and father's door. You've got to get your bare wings to fly before they can throw you out. The budgeting thing and the Internet thing are the big ones that have helped me. (2, 18-05-01)

Although the students talked about their career plans during our conversations, some of them did not describe what they would like to acieve in their personal lives. Victor and Nancy were uncertain about their life plans. Victor felt that his career plan was more important than his personal life plan; both Victor and Nancy thought their life plans would occur naturally. Eliot reported that

CALM helped him to make decisions and take subsequent actions. Kaliyana and Robert admitted that a life plan was also important, but they reported that they had had limited opportunity to discuss this topic in CALM. It was interesting for me to hear the opposite perception from Tony, Amanda, and Typo. They acknowledged that CALM had helped them to make both their personal life plans and career plans.

More Sharing of Their Future Plans

I wondered how a teacher could encourage students to accept and study both career planning and life planning in CALM, and I asked the students for their ideas during our conversations. Tony suggested that more discussing and sharing of students' future plans in class would be valuable:

> Tony: I think it's a good idea to have more discussion. We did have a discussion, but it was only at the beginning of the course. But it was a really good discussion. We got a chance to know each other. A lot of students have problems and want to solve their problems. If we can communicate with each other, we can discover our abilities to help each other and give ideas. For example, we can discuss how to learn. We can share ideas. We can also have a discussion about future planning like how to explore what kind of a relationship is good with our parents and where you can get the best resources for help. Different students choose different choices. (1, 18-04-01)

Tony mentioned to me that he would like to discuss possible problems of high school students, and he strongly suggested that students should not be required to share specific personal problems. I asked the other students what they thought about this idea.

Nancy stated that she had not talked about her future plans with her friends, nor with her teachers. However, she thought that class discussions were a good idea and that teachers should encourage students to share their ideas:

> Akiko: One student said he would like to have more discussion in CALM because students could help each other by sharing ideas about the future. Do you think it would be a good idea to share your future plans in class?
>
> Nancy: I think teachers should question students about what they are planning to do, just talk to them, help them and encourage them. Whoever suggested that, I think it's a good idea. We should share our future plans in CALM. (2, 16-05-01)

Victor talked about his future with his friends outside the class, but he had not talked about his future plans with his teachers. He mentioned that he also talked with his mother. He wanted to hear different opinions in class:

> Victor: It would be a good idea to do so because you can hear a lot of different opinions and comments and learn from classmates. And you would get more experience and your life would get better. I know I am the person who decides my future; still, it would be good to hear what other people say. (2, 11-05-01)

Eliot and I did not talk about this topic in depth, but he said that he had not discussed his future plans with his friends, and he thought that it would be helpful to have more discussion in class that involved students sharing their future plans.

Amanda said that she had talked about her future career plans with her parents and some of her teachers. She also mentioned that she would have liked to hear other students' perspectives discussed in class:

> Amanda: No, we don't usually talk about our future career plans, just with parents, but not with friends. With some teachers, too, but depending on the teachers. I would like to get different perspectives, like what they want to do, and have kind of an open mind to other opportunities. (2, 23-05-01)

Kaliyana had talked about her future plans with her friends, but not intensively. She had not talked with her teachers. She mentioned to her mother what she was thinking about, but she did not really talk about her future because she was not completely certain of what she wanted to do. She was investigating what she really would like to do before making a definite plan, and she mentioned that she was in favour of students sharing their future plans in class:

> Kaliyana: If an opportunity came up, I would like to talk about my future plan in class because someone in class might be able to help me to get on that road where I want to go, and I could help other people, too. But I don't think it has come up. I can't really remember discussing exactly what we want to do for our future. The discussion after job shadowing was the closest thing, but I didn't do it and a lot of people thought it's a joke. They just went to a really easy job like job shadowing their mom or dad. (2, 14-05-01)

During our conversation Larry reported that he had talked about his future plans with his friends and coaches outside the class. He thought that it would be helpful to share his future plans in class if other students felt comfortable with doing so. Larry thought that most students would like to share their plans. He assumed that there were some students who may not have a clue about what they would like to do in the future, but a discussion might provide an opportunity for those students to be stimulated to think about their future:

> Larry: I think it's good to hear other people that you are surrounded with a lot of the time. Voicing their feelings and opinions about their future is good to boost others to get involved and to be aware of what's out there for them to do. (3, 14-06-01)

Initially in our conversation, Robert thought that it would be a good idea for students to share future plans in class, but as the conversation progressed, he had some hesitation about the personal nature of career and life plans: "I

sometimes talk about my future plan with my friends, not with my teachers. Kind of with my parents. Maybe sometimes it's good to share future plans in class. No, . . . not really. It's too personal" (2, 28-05-01).

Typo had talked about her future plans with her friends, but she stated that she would like to have more discussion in class. However, there were things that she would not like to share with the other students. She would like students to respect personal boundaries. According to her, an option would be for the teacher to create and present scenarios for discussion rather than requesting students to discuss their personal situations:

> Typo: Kaliyana, my best friend, is one who got me to get going. I talked about a lot of it with her, what I'm going to do, when I get married, which I do plan on getting married and that kind of stuff. There are some things and there are other things. Like today, we discussed a lot about our sexual boundaries. I was okay with that. But when they handed me the pen, that was quite enough. I thought that I would not be going up there to write this. There is a limit. I think it should be a personal limit. There are discussions like today. Those are helpful because you get other ideas from those people over there who do not think similarly, that's true. But I still have my own personal views. Then, again people have to like it, too. Otherwise, they are going to discount you. We should have more discussion time, but only about certain topics. I definitely think scenarios and questions are good because you get your mind to focus on that one issue. That could be an issue that's very close to you or one of your friends who would need our help, but they may not be in the CALM class. (2, 18-05-01)

A common theme emerged from my conversations with the students. All of them agreed that more discussing and sharing of their future plans in class would be valuable. Similarly, most of them said that these discussions would encourage students to share their perspectives and that hearing the different perspectives would be informative.

More Discussion on Potential Life Events

While I was observing in class, I noticed that potential life events such as living on your own, getting married, having children, buying a car and a house, and traveling were included in the Independent Living unit at High School A. These theme were presented in the Planning and Implementing a Budget unit at High School B. I wondered whether they had studied other life events such as divorce, death, changing jobs, losing jobs, taking care of elderly parents, and retirement. These would be life events included in a long-term view. I asked the students if they had an opportunity to study and discuss these potential life events in their CALM classes.

Amanda remembered that in the Well-Being unit they had talked about some future life events that they might encounter. However, when I asked if they had enough time to learn about them, she indicated that she would like to have additional time for these topics:

> Amanda: Yes. But I'd like to spend more time on all of them because they go by pretty quickly. It was about a week or so. . . . We had a class discussion; we got participation marks for it. But we could have had more discussion. It's better to hear different views from other people. (3, 06-06-01)

Eliot also thought that it would be helpful to have more discussion time about potential life events. He said that they had considered the challenging life events minimally in CALM. However, he was not sure that they should be discussed:

> Eliot: It [having more discussion] would be good, actually. We haven't talked much about the other parts of life, like expecting a death in the family and loss of your job. We didn't really touch on them. But I don't think

> we really need to worry about them so much right now. Just live your life until you get to the retirement age, and you'll just golf for the rest of your life! (3, 06-06-01)

Nancy reported that she did not remember having an opportunity to think about potential life events in CALM class:

> Akiko: You may not have a chance to take this kind of course after you graduate from high school. So do you think it's good to learn about potential life events that may happen and think about a long-term life plan in CALM?
>
> Nancy: Yes, they should talk about that stuff, like how to deal with those. I think it's really important because sooner or later in our life we would encounter one of those things. If we don't know a proper way to deal with it, we would kind of wreck our life for a little while. It's important to know how to manage it. (3, 05-06-01)

Tony mentioned that he thought that it was important to learn about potential life events and to have an overview of a long-term life plan in order to prepare for them:

> Tony: Long term, yes, because basically when you deal with those problems, your standard of living won't be the same. You may get more problems. I think it's important to have a good relationship from the beginning and also to get to know the person well before getting married. (3, 06-06-01)

Victor noted that he could not recall whether they had dealt with those life events in CALM. If they had not, he thought that they should be discussed:

> Victor: I don't remember, but if we don't have those topics, we should because you would get crazy if you can't control yourself. I know some people who heard really sad news like dying, a person on a street, and their brain system corrupted and got almost crazy. So it is good to learn how to control yourself. It is good to learn overcome this kind of problem. (3, 08-06-01)

Kaliyana remembered that divorce was briefly mentioned in the Planning and Implementing a Budget unit, but not discussed in depth in class. She thought that students should learn about some life events that are not positive, but that could happen. An overview of a long-term life plan that goes beyond the near future to old age would be valuable:

> Akiko: Have you ever had an opportunity to think about potential life events such as divorce, a family death, changing your job, loss of your job, taking elderly parents, and retirement?
>
> Kaliyana: Not really. But we kind of did a little bit about what we would do in case you had a car accident or death in your family. We did it in the Planning and Implementing a Budget unit. But I think we should talk them over rather than just mentioning them. It would be great to explore every option, not just like marriage, because when we started the financial unit she said, "Oh, you can't have a divorce. No such thing as a divorce in my class, but just marriage counseling." But sometimes it just doesn't work, and divorce is the only option. So we should learn about that, too. (3, 07-06-01)

Similarly, Larry mentioned that they did not have an opportunity to discuss potential life events in class. However, he thought that it would be important to discuss potential life events that may occur in future life.

Robert also said that he could not remember discussing potential life events in class. He was in favour of including those topics in CALM because he thought that it would be important to learn what to do in managing them:

> Robert: Yes, it is quite good to talk about. It would give you knowledge that your life is not going to be perfect and you are going to be in the same boat as many others are in. You can find help like everyone else. (3, 11-06-01)

Typo remembered that they talked about those topics in the Living Within Relationships unit during the discussions about marriage. However, she was not

interested in discussing potential life events in class because she felt that those topics were too personal:

> Typo: I was talking with Ms. P. on my own that I can't talk because it was a huge class discussion. They are kind of personal issues: what you are going to do, why you are going to do it, and how you are going to do it. It's okay to talk about in class, but the best thing for it is one-to-one. Six in one group doesn't seem to be a talk. (3, 11-06-01)

In summary, all of the students indicated that they would like to discuss potential life crises such as divorce, family member's death, loss of jobs, and taking care of elderly parents. They said that they were interested in sharing ideas about how they would manage them. Furthermore, the students said that they wanted to have in-depth and more frequent discussions on those topics.

The Teachers' Perspectives

CALM Helps Students to Make Their Career and Life Plans

During our conversations I asked both Lynne and Alice whether CALM was helpful to students for organizing their career and life plans. First, Lynne told me that CALM was important for students:

> Lynne: There is no other course that students have to take and that addresses these topics. If they don't take the course, there is information they would not be able to get otherwise, so it is very important to have it. Whether CALM is compulsory or not has been controversial for many years. The government keeps approving it. There are lots of people who deem it as important. (2, 11-04-01)

She described the themes as they are offered in the course and discussed why each one was important. For example, Self-Management serves as the foundation for the course. Students learn that they are unique and that it is acceptable to be different. In the second unit, Careers and the World of Work is

the largest theme and provides opportunities for students to become prepared for the work place as well as investigating careers. The third unit is Well-Being. In this unit guest speakers are invited to present unique and interesting topics such as gambling, schizophrenia, and body image. In the fourth unit, Relationships, students learn about positive communications, such as how to communicate with their parents effectively. The fifth unit is Human Sexuality. Students study advanced information about sexuality. Although they are taught the same topic in elementary and junior high, they need to study it all over again at a different level in order to make better decisions. The last unit is Independent Living; in this unit students study about consumerism and independent living. In summary, Lynne indicated that all of the six themes provided information that enables students to plan their lives. However, I wondered how she taught about future career and life planning and whether this topic was included in a specific unit in CALM:

> Lynne: Definitely. Even in the Self-Management unit or Getting to Know You unit. There is a worksheet in that particular unit. For example, what are my goals now? Those are short-term goals. What are my goals for the near future? What are my long-term goals in five years and ten years? So we have students look at their goals for the future as well. In the Career Planning unit they are definitely looking at planning careers in the future, looking at the postsecondary institutions that they can attend. So a lot of them are planing for the future. Even if you take the Well-Being unit, we are looking at fitness so that we can have a better life, quality of life later. We also take Sexuality. A lot of students are not sexually active now, but most of them will be sometime in their life. So it's also planning. They are getting information for that now. Independent Living is the same thing. They are not living on their own now, but they will be. This is kind of their last chance to get the information for that. (3, 04-05-01)

Lynne gave me a comprehensive picture of how future life planning was included in the course. She indicated that each unit had a present and a future planning

aspect. The present focus included short-term goal setting, and the future included long-term goal setting.

When our last conversation was concluding, I asked Lynne what she expected from her students who were completing the CALM course. My question emerged from my wondering whether her expectations related to career and life planning. I also wondered whether her expectations were consistent with what the students said that they had learned in CALM:

> Lynne: The main thing I hope my students got through CALM is tolerance and understanding of each other's different ways of looking at things and different belief systems. I really, really hope, and I believe that they did learn to appreciate each other's differences, to be less critical of one another, and to be more confident of themselves because they realize that even though they may think differently, there are many variances that are acceptable. And what we basically promote is healthy behavior towards one another and themselves. I used to begin my CALM classes by saying, "There are no rules in this class except two Rs: respect and responsibility." If you take anything you expect students to say, they usually fall under those two. (4, 27-06-01)

What Lynne expected from the students was tolerance and understanding of each other's difference, and she indicated this expectation was the basis of the course. The students may have indirectly received her message. Because tolerance and understanding were not directly included in career and life planning, these concepts did not emerge from the conversations that I had with the students about what they had learned in CALM.

When I asked Alice how CALM was helpful for students' career and life planning at her school, she stated that CALM absolutely enables students to make their future career and life plans. She told me a story about a student's parents who said, "I wish I would have been in a course like this. It's helping my

son/daughter so much" when they attended a parent meeting. She heard the same comment from multiple parents. Alice hoped that she was providing an opportunity for students to acquire life skills such as decision-making skills for financial planning and sexual decision making. I wondered whether Alice would identify specific themes in CALM that contributed to career and life planning. I asked her if she specifically taught about future plans in a certain unit:

> Alice: Yes, we do that in the introduction of the Career unit. We talk about goal setting in that. I have students consider lifetime goals of both current and future in about five or six different areas. So they are health goals, relationship goals, financial goals, career goals, and other goals they can pick. They can take the health goals and divide them into different dimensions, too. They start the course with questionnaires to find out about their life in ten years, so they are challenged to think about the future. The financial planning activity is a simulation that is set for ten years ahead. (3, 28-05-01)

Alice had the students set up goals in different areas throughout the course so that they could plan for various aspects of the future. Both Lynne and Alice mentioned that throughout all the themes CALM assisted students with their career and life planning. During the following conversation, I asked Alice what she would expect as student outcomes of CALM. I wondered whether her expectations related to career and life planning, similar to Lynne's. I also wondered whether Alice's expectations would be similar to what the students had indicated that they had learned from CALM.

> Alice: My expectation is that ultimately they get to truly, truly have meaningful lives. I think that's really the bottom-line kind of stuff I'm dealing with here. When they get into down mood or life doesn't go the way they planned, they still have hope. They still know there are things they can do, and they never feel powerless. That's what I hope. (2, 02-05-01)

Alice expected students to prepare for their future. She hoped that at least they would be confident so they could manage whatever happens. She expected the students to develop skills, know where to go for information, and have hope and optimism. She indicated that her contribution and higher purpose were to relay to students a positive message about life, goals, dreams, relationships, optimism, and joy.

Time: Wishing for a Five-Credit CALM Course

When I asked Lynne if there was an issue or problem with the CALM course about which she was concerned, she indicated that she wished to offer a five-credit compulsory CALM course in her school. She felt that the three-credit course did not provide enough time for teaching the CALM curriculum. The class was always rushing through each theme, and that they did not have enough time to discuss the themes:

> Lynne: Time is the factor. I wish we had time to have a five-credit CALM class. It would be wonderful because we'd have more discussion. I think we lack discussion time because we are fitting in guest speakers, workbooks, videos, and computer programs. Gosh, it sounds like a really good program. We have so much variety to deliver. And so we don't have enough time to do some of the more interesting things we could do. But I know that's not realistic because high school students have so many requirements to get their diploma so that there is no way that I can see that they are going to make a five-credit CALM course mandatory. But I've already approached our assistant vice principal, and I told her that I would be willing to teach a five-credit course for students who want to take it. It wouldn't be compulsory, but if they happen to like it and want to pursue it for another semester, they can get another three credits and actually end up with six credits. And we could put in more extensive information, perhaps more on developing a portfolio, so that they can take the best of their English, math, social assignments, volunteerism and things. I would teach them how to do a portfolio for job and career directions. And so we've talked about that briefly. See, that would be very important. But we don't have time for that in the present CALM class. (2, 11-04-01)

Lynne thought that they did not spend enough time on career planning even though Career and the World of Work is the second biggest theme among the six. The students were assigned the creation of portfolios, which would be 15% of the course mark at High School A. Lynne noted that they called them *portfolio* for short, but that they were actually *portfolio entries*. For example, students had to find an article in a newspaper, magazine, or other media; and to date it, identify the source, and write a one-page summary including how the article related to the unit they were currently studying. Lynne recognized that it is a good idea to relate the outside world to the course to increase the value of the course. She also thought that making portfolios helps students to put together their knowledge gained from other subjects in order to make decisions about their careers:

> Akiko: You also said that the student could take the best of their English, math, social assignments, volunteerism and other subjects. Does it mean CALM is a kind of a subject that integrates other subjects? Is that what you meant?
>
> Lynne: That's one aspect of CALM. There are many aspects to individual academic growth and personal growth. Those are two broad spectra. But I think that CALM could complement all of the subject areas because the subjects the students are taking do eventually relate to career decisions. That's why I would like to put more emphasis on portfolios and encouraging students to be proud of them and to motivate them to do better in courses because they can represent themselves better and feel more self-satisfaction in the courses through doing the best they can do in all courses. But personal growth is an important aspect in CALM, too. (3, 04-05-01)

Lynne perceived that making portfolios would help the students' academic growth. However, she also thought that having the students create portfolios for 15% of the three-credit CALM course was too much work for them to complete:

> Lynne: But fifteen percent of the course is too high. I think that CALM shouldn't have homework. Students should be able to come to class and give up themselves as far as making a contribution to the discussion, activities, assignments within the course because they have enough homework in other courses. Students have to find extra time to make portfolios. Students who are especially weak lose out from the course because they don't do them and you are not there to direct them and not able to encourage them to do it. It's something students have to do on their own. So I usually provide articles to those students. I think that it's unnecessary extra work for the teachers and students. I want to see that it be worth from five to seven percent of the course just for the students who want to go that distance. (4, 19-06-01)

Lynne admitted that her challenge in teaching CALM was the time constraint. She had additional themes and topics she wanted to include in the course, although she knew the time was very limited. She explained that she wanted to assign a lower percentage to the portfolios, although she recognized that students do benefit from creating them.

Students' Closed Attitudes

During our conversations Lynne also mentioned that students were her challenge because some students do not realize how helpful the CALM course is at this stage of their life, and they present closed attitudes to learning:

> Lynne: It's just because the students are actually alive. I don't mean to be sarcastic there. They think they are experienced in living. Some of them think they know everything and this is all useless. There are some reasons to feel that way because they are turned off learning. So what they are doing is creating a bit of a block to absorb and use the information to enrich their lives. They are sort of saying, "Oh, I know all of this stuff," and "Oh, it's boring." But you know, it's the same students that would do that in another subject as well. Or maybe they wouldn't do that in another subject because they have to complete those course subjects for certain requirements, for faculties. They don't have to have CALM in certain faculties; they just have to have it for their diploma, so that they are maybe turned off because it's a requirement. And they do not see it as being useful because they don't realize it's helpful at this stage of their life. (2, 11-04-01)

As some students were having difficulty recognizing and appreciating the usefulness of CALM, Lynne was also experiencing difficulty opening the minds of those students.

Student Focused or Curriculum Focused

Alice also shared her concern about how CALM should be taught, either student focused or curriculum focused:

> Alice: It's really interesting. I've had this internal debate in my head. Am I student focused or am I curriculum focused? I always thought of myself very student focused, but I noticed I'm trucking along here with trying to fit everything in. How curriculum focused I am. So when something happens, I say, "I'm sorry. We can't talk about that. We have to do this." If I'm student focused, I would adapt the curriculum to fit those students' needs. I'm so frustrated because I love the curriculum as it is. I'm going through this dilemma. Where is my philosophy? And how does this impact my practice? It's a real conflict for me. I probably take my work way too seriously. I like the outcomes in the curriculum. I've also taken things like multiple intelligence, and looked through all of my units to make sure that I've addressed in all of my units that we are doing all of the different intelligence so that all of my students feel that they've gotten some kind of teaching strategy that matches their learning style. Definitely the left-brain, right-brain kinds of activities. I think I'm pretty conscientious around trying to enhance things for everybody. I'm struggling, too, because I hate to give up on a kid. I sent emails to my administrative people. Every class has one or two students who haven't come to class. Normally I hate to give up on a kid, but there is a point so I struggle with that. (2, 02-05-01)

Alice was struggling between the two foci of presenting curriculum: student focused or curriculum focused. She liked the CALM curriculum and wanted to follow it in teaching the course. As well, she wanted to develop a student focus by helping every student. In her mind she had a dilemma because she could not do both. From her comments, it seemed as though she had incorporated both a student and a curriculum focus in her CALM course. I wondered whether she was questioning the balance and appropriations of the two foci.

Grade 10 or Grade 11

At High School B CALM was being offered to Grade 10 students this year. However, Alice thought that taking CALM in Grade 11 would be more meaningful than taking it in Grade 10 because Grade 11 students are more mature and the curriculum content is more appropriate for Grade 11 students, who are thinking about their plans after graduation:

> Alice: Now we are offering CALM at Grade 10 level. Those students aren't as interested in moving out. They are interested in knowing where is Room, say, 212, whatever, finding their way around the high school, finding what courses they want and that kind of stuff. So if I were really student focused, I would look at the curriculum and the objectives and say, "How can I teach that concept, but make it of relevance to the Grade 10?" Whereas, while I was teaching the curriculum, I really want students to think about after high school. I pretty much came to a conclusion that this is their only chance that they are going to have CALM anyway. They are going to get that curriculum. I work around the other somehow. (3, 28-05-01)

Following my conversations with Alice, and from my own teaching experience, I agree that Grade 11 students are more mature. However, during my conversations with the students, they indicated that making plans at the earlier stage is more meaningful, and therefore CALM in Grade 10 is most appropriate. I shared this feedback with Alice.

> Alice: It's good to hear that because that helps my perspective. Maybe I'll wise up around my opinion. Perhaps my opinion is clouding my attitude. It's good to know that some of the students feel that. But actually if you are talking about planning, that should happen at Grade 9. They come into high school, having a sense of what they are going to do, making sure what their high school courses should include. CALM should be life mapping; like, I've got all these courses, and now what? How am I going to make sure what is going to make me love this job, and how am I going to follow my path? The problem is that because Grade 9 should be doing that and they come into Grade 10, it's too similar. There is also a conflict there. But maturity, too. Especially I really notice that in sexuality

> education. I've had to pull out a couple of students shooting around inappropriate comments about guys and fags, and all kinds of words. So we had a nice long talk about tolerance. It could be the maturity part. It was nice. I really miss the maturity. Maybe it's personal. Maybe it's the energy involved. At the Grade 10 level they are so hyper. I just notice the difference. (3, 28-05-01)

Alice continued to believe that Grade 11 was a more appropriate time for teaching CALM because the course was developed for life planning after high school. She recognized that the difference in maturity between Grade 10 and 11 was very evident. Alice thought that the first semester of Grade 12 would be an ideal time for CALM. However, she said that it was also interesting that some students thought that Grade 10 is the most appropriate time for CALM.

Political Issues

During our conversations Alice discussed political issues she was concerned about related to CALM:

> Alice: Politically, there are still issues around sexuality. Other schools offer really diverse programming like CALM in a week, which is really frustrating. I think funding is also a big issue. A couple of years ago Alberta Learning cut our funding from three credits to two-and-a-half credits. That gave us a big problem to how to reclaim some money back to support the program. That put the whole push into the extra credit. So I think it's a really big issue. My students can do the three-credit CALM course, but we can't get the extra credits. That's an issue for me. A lot of issues I feel about, I'm worrying about, seem to be political in nature. (2, 02-05-01)

There seemed to be a political issue surrounding those people who question the students' readiness to successfully create meanings of CALM, especially related to sexuality. Alice was extremely pleased that CALM is compulsory. However, she would have liked to see sexuality taught without parents providing consent because she saw sexuality as a natural part of life. Another political issue was a

financial one, which influenced the number of credits that schools would offer in CALM.

How Is it possible to Enhance Career and Life Planning in a School Curriculum?

This section provides responses to research question 3: How is it possible to enhance career and life planning in a school curriculum? The responses are divided into two perspectives, the students' and the teachers.'

The Students' Perspectives

All through my research I was wondering how I could help Alberta teachers in terms of enhancing career and life planning in CALM and what we as Japanese educators could do to improve life planning education in Japan. I decided to ask the students this question directly during our conversations, instead of assuming that they were offering their message through the dialogue.

Amanda supported this kind of education in a school curriculum. She thought that it should be mandatory in order to enhance it: "You just make it required. We've already had it here, but I think it's good that it's actually required to take" (2, 23-05-01). Eliot thought that the course was good as it was and that it was good to make it mandatory for students who did not see the importance of the course at the beginning because they would realize it later:

> Eliot: The course is definitely great right now. I don't see why you should take anything out. If there is something that comes up and you want to put in, it would be great. I know some of my friends are saying that CALM is useless, but I came in with an open mind. It's actually a good course. I don't know how to improve that. It's mostly whether someone comes in with an open mind or not, if they are willing to see what it has to offer. I

> don't know if teachers can do really anything about it. It's a good thing that CALM is not an option; it's good that it's mandatory. They may not come in with an open mind; they may over time realize the importance of the subject. (2, 16-05-01)

Nancy agreed that it was important to have a course like CALM at the high school level. She thought that CALM was as important as other subjects:

> Nancy: I think it's really important, could be implanted anywhere in social studies or health. It fits into our lives. It dictates how our life is going to be. It's just as important as taking normal subjects like math or science. (2, 16-05-01)

Tony did not see the necessity of reinforcing CALM because he believed that CALM was important and that the students were enjoying it: "It is good as it is" (2, 23-05-01).

Victor suggested making class enrollments smaller:

> Victor: I think that a class should be no more than fifteen people because the more people you have in one class, the less time the teacher gets to know each student. The more the teacher knows about each student, the more advantage you get. (2, 11-05-01)

Kaliyana stated that CALM teachers should be open and honestly accept diverse choices that students would like to explore. She liked having the CALM curriculum in school, and she believed that she could gain valuable experience through completing the CALM course:

> Kaliyana: You just need to be really open and honest with students. I think it's good to have CALM because it does teach us things nobody else would teach us that parents kind of expect us to know. They are not going to teach us how to make car payments, but in the CALM class you go over that kind of thing. If you are to learn the hard way, which is like without CALM, it would be a lot harder, and you would be stuck more because you would have to have more life experience and you have to go through all the problems; whereas CALM tells you what you could do instead, so you

> don't have as many problems. You get the experience through the CALM class. (2, 14-05-01)

Larry thought that it was good to have this type of education in schools as long as the teachers know what students' needs are: "It all comes down to finding where the students are at. As long as the teacher knows what is going to be the most helpful for the students in that class, it's good to have" (2, 28-01-01).

Robert agreed on having this type of education mandatory in a school curriculum, because otherwise he would not have taken it: "You have to finish and pass to graduate. I would not take it if it was not mandatory" (2, 28-05-01). Typo also agreed that this type of education should be mandatory for this age group of students. She also suggested making the course appealing enough to attract students:

> Typo: I don't like to say that. I'm kicking myself for that, but it should be [mandatory], things that touch home like suicides. My friend killed herself at the age of fifteen. We haven't talked about how to deal with suicides yet. I've talked about it in psych, but not in CALM, where it should be, how to manage death in general or how you can help it. There is nothing really to add to it. It has to be down to earth. It has to be mandatory with the three levels. Make it and taper it. They taper the alphabet, and they can taper CALM. Make sure it's for the students, not just as easy credits or a good-time class or sleep-through class. It has to be something that is going to hit home and make them listen. (2, 18-05-01)

A common theme that emerged from the students' perspectives to enhance career and life planning was that the curriculum was important and the course should be mandatory. Other suggestions were made. For example, Victor suggested that the class sizes should be smaller, Kaliyana indicated that CALM teachers should be open and honest to accept diverse options and choices that

students would like to explore, and Larry mentioned that teachers should know what the students' expectations are and what they need.

The Teachers' Perspectives

I asked Lynne and Alice the same question that I had asked the students, and both of them agreed that mandatory CALM was important. I asked Lynne if she would place increased emphasis on career and life planning because the students had indicated that they would like to discuss the topic:

> Akiko: How is it possible to enhance both career and life planning education through CALM? You think that career and life planning is under the roof of career and life management. Do you think that students need more management skills in order to enhance career and life planning? Or would you put more emphasis on career and life planning?
>
> Lynne: I just think that a three-credit course is too short to add anything. We really need to take a good look at what's the most important and reorganize. To me, both are important; one is a part of the other. I have a real hard time to try to figure out how to reduce anything in the course other than paperwork. I have some ideas about reducing delivery more than content, but the materials all seem so important. We have to work really hard to try to pick out what would be less important so that we can focus on more important things. We haven't been able to do that successfully. A solution would be to have a five- or six-credit CALM, but it's impossible with other obligations they have for the high school diploma. (4, 27-06-01)

As Lynne discussed the issues and challenges in CALM, she saw that additional time would be required for any addition. She told me that it's difficult to reduce anything in the course, but she wanted to try to do so. She seemed ready to proceed to make a change in teaching her next CALM course.

Alice shared her plan to offer CALM 30 for the coming September. It was going to be three CTS credits and, therefore, an elective, with three themes: leadership, adolescent health issues, and dating and marriage. She described it

as focusing on family studies rather than on career exploration. Offering this optional course could enhance career and life planning.

CHAPTER V

TASTING THE STEW

The participants' experiences, my experience, my interpretations of the meanings that the participants and I created together through the conversations, my field notes of the observations, my thoughts, and the collected class materials were put into the stew pot. They were a different mixture and consequently created a new stew. In this chapter, I interpret how I tasted the stew by reflecting at two different levels. At the first level I reflected upon the meanings of career and life planning. Later, at the second level I reflected upon my transformation.

First-Level Reflection: Interpreting Meanings of Career and Life Planning

In Chapter IV, the participants in the research revealed their meanings of career and life planning and its relationship to CALM. These meanings were arrived at through the process of having conversations with both students and teachers. In this chapter I reflect upon the inquiry. I believe that hermeneutical reflection is the means to broaden and deepen understanding. It also enables me to be critically aware of what is concealed in my thinking and acting and to renew my pre-understanding. Through hermeneutical reflection I am not providing final solutions; rather, I am sharing my understanding with my audience and opening myself to further questioning. I begin this chapter by reflecting on the meanings that the participants have given to their experiences of learning/teaching in CALM in terms of career and life planning.

Multiple Meanings

As I shared the interpretation in Chapter IV, divergent meanings of career and life planning emerged among the participants who were participating in the research. That is, the students were making multiple meanings from the same curriculum themes, curriculum structure, activities and resources, and classroom environment. This also happened when the same teacher taught the students. For the students as learners or interpreters, "the text and their teacher's presentation holds a multiplicity of possible meanings, even within the hermeneutical constraints of the tradition context of language" (Gallagher, 1992, p. 134). For example, as I showed in Chapter IV, when students were provided with the identical curriculum themes, curriculum structure, activities and resources, classroom environment, and teacher, they concurred that all of the curriculum themes were good. In addition, each student identified something different to add to the curriculum themes. Kaliyana wanted to see the presentation of the themes in a different way. Larry noticed that an activity that the students completed as couples in the Planning and Implementing a Budget unit was not comfortable for all students. Robert found that natural crisis management could be added to the course. Typo felt that the introduction was not necessary. Another example that illustrates similar results occurred when the students were asked to identify important characteristics for CALM teachers. Although there are common characteristics that they would like to see in CALM teachers, such as extensive life experience, openness, and understanding, each student described a different teacher characteristic. I could provide more

examples, but the point I would like to make is the multiplicity of meanings that each student participant held under the same circumstance. The students created their own meanings through their learning because "learning requires more than a receptive attitude on the part of the student" (p. 135). The students interpreted what they learned into words just as Gallagher described learning ability as "the ability to translate what one hear or reads into what one can say" (p. 114). And when they interpreted what they learned, they gave meanings to their learning because "interpretation is the laying out of meaning" (p. 44).

Now I would like to raise a question: What, then, made the difference? According to Gallagher (1992), "educational experience is always constrained by the process of tradition" (p. 189). A tradition, something students have had before, "lives on and biases the learning process in both positive and negative ways" (p. 189). The students' previous experiences constrain the meaning of career and life planning education that they are making. Each student's divergent experience could contribute to the differences in the meanings.

Although there were common themes found in the research, the participants' comments were never identical. They interpreted their own experiences into their own words based on their previous experiences, and this leads to the formation of multiple meanings.

Teacher Is an Interpreter as Well

When learning ability is described as "the ability to translate what one hears or reads into what one can say" (Gallagher, 1992, p. 114), this can apply to teachers as well. Teachers can learn what they hear and read into what they say.

Teachers as well as their students are interpreting and learning. "The circle of understanding in the teacher remains open to the extent that there is an ongoing dialogue between his [sic] understanding of the subject matter and his [sic] presentation to the class" (Gallagher, 1992, p. 75). Indeed, Alice was concerned about how to present the subject matter with a curriculum focus and a student focus, with an appropriate balance between the two. "The pedagogical presentation is governed not only by the teacher's understanding of the subject matter, but by her understanding of how the subject matter can best be articulated for the student concerned" (Gallagher, 1992, p. 79). Teachers are trying to live somewhere in the middle of their understanding of the curriculum of the subject and their understanding of the students' concerns and needs.

Application to Life

The students were looking for something they could apply to their own lives. "Educational experience always involves application" (Gallagher, 1992, p. 190). They were trying to make something relevant to their present selves or their future selves. The students were giving meanings to their experiences of taking the CALM course while they were talking about their experiences with me. What has stayed in their minds as something they learned in CALM? Which theme did they think was the most important? I wondered whether it was career and life planning.

Nancy described what she had learned in the Relationships, Human Sexuality, and Careers and the World of Work units. She told me that the latter unit was the most important to her:

> Nancy: How to keep healthy relationships, I guess. We've got tips for how to control our anger. And in the sexuality unit I learned not to have sex. STDs are really common, so you should be careful. In the career unit I learned how to set goals for myself. Overall to me, the Careers and the World of Work unit was the most important. (2, 16-05-01)

In my conversation with Victor, he indicated that interpersonal relationships seemed to be the important issue in order either to live on his own or to live with his spouse. He also remembered that he had learned where to get information and help:

> Victor: I learned how hard it is to get along with parents and girlfriends and whoever. I also learned where to get the information, about places where you can get help.
>
> Akiko: Which theme do you think was the most important?
>
> Victor: I can think about two important things, Independent Living and Marriage. I think these two are equally important. Because they are big topics, they just give me a feeling that they are important. I don't know how to describe it. Actually, I say everything in CALM is important, but if you ask me which is the most important, I'll tell you these two. (3, 08-06-01)

Eliot first talked about what he had learned in Careers and the World of Work. He mentioned what he had learned in other themes that he had finished so far, such as Relationships, Well-Being, and Self-Management. After going through all of the units of CALM, he found Human Sexuality, Self-Management, and Independent Living more important than the other units:

> Eliot: I learned how careers work and how to plan for them, how to get your education toward the proper programs to take in university, how to maintain relationships, how to treat people right, how to look after yourself, and how to manage your whole life.
>
> Akiko: Which theme do you think was the most important?
>
> Eliot: Human Sexuality, Self-Management, and Independent Living are big issues to get ready for life. You should prepare for what you are expecting

> as you get older, have a family and a career. Other ones are information you could develop as you get older, so they are not as important as those three. (3, 06-06-01)

Through CALM, Amanda learned to understand herself better:

> Amanda: I learned different careers. In Well-Being I learned things about myself, something I had probably never realized or thought about myself before. The Relationships unit was helpful, too. I understand unhealthy relationships, healthy ones, and what kind of person I am, like passive or aggressive. (1, 04-05-01)

However, at almost the end of the series of conversations, Amanda told me that budgeting activity in Independent Living was the most important, "because that's what we need to know this right after high school" (3, 06-06-01).

After mentioning what he had learned in the Relationships unit, Tony talked about the importance of a family plan, which is what he learned in the Human Sexuality unit:

> Tony: I learned at the beginning how to have good relationships with friends and family and how to behave. In the human sexuality unit I learned some terms I didn't know before. People in new ages don't know how life is going to be if they don't think about their future and just have a baby. They don't think about the difficulty they would get into. The mother has to stay home and take care of the baby. She doesn't have to, but her husband would not take care of the baby. We learned we have to have a baby at an appropriate time. You need to study and have your career first. You still have enough time to have babies after that. (2, 11-05-01)

However, in later conversations Tony stated that the Independent Living unit and the Careers and the World of Work unit were the most important, although other themes were also important. "I think Independent Living and Careers and the World of Work are quite important for students. Searching a career, knowing how much you would earn, what are the requirements for that career" (3, 06-06-01).

Kaliyana learned something she needed to know in order to live on her own: "I learned a lot like how to find jobs, what you can and can't do, and what you should and should not do. Even in the financial unit, how to make a loan payment" (2, 14-05-01). She stated that overall the most important unit to her was the Financial and Consumer Choices unit:

> Kaliyana: It had all of the things I wanted to learn, like about what to do to buy a car and a house and all the rest of the stuff, and balance your budget. But the sexuality unit we did was pretty cool, too. We learned about all the risks. (3, 07-06-01)

Larry honestly said that he did not learn much:

> Larry: To be honest with you, I haven't learned a whole lot. . . . She should ask the students. Like myself, I have experienced a lot of it. Where am I at? What can I learn? There is something I haven't experienced. (2, 28-05-01)

However, when I asked him what was the most important for him, he mentioned the job shadowing that he had done in Career Explorations:

> Larry: The opportunity to go job shadowing was neat. It was interesting to see the flip side of the job. I'm interested in being a teacher. Because I'm a student, I'm with teachers and interacting with teachers a lot, but it was neat to see the opposite side of the coin. (3, 11-06-01)

To Robert, what he learned to be able to live on his own seemed to impress him the most: "I actually learned how to do my tax thing. I also learned how to budget. When I go out, I know what I need, and how to change my lifestyle so that I can live with someone" (2, 28-05-01). Later Robert also said that he learned how to maintain relationships:

> Robert: I thought that Relationships was the most important. It kind of showed me that I had no relationship with anyone; I was alone. And I figured out that I could probably change that. I'm getting friends. That's

> what I learned in the Relationships unit. It was self-realization. I found something new about myself. (3, 11-06-01)

Typo thought marriage and health were the most important topics because they have to do with her life: "I would say that marriage and health units. You can't get AIDS by shaking hands. But there are a lot of things that I learned otherwise as well. They have to do with our life" (3, 11-06-01).

Except for Larry, all of the students acknowledged that they had learned something in CALM. However, what they remembered learning was not always what they thought the most important to them. What they found the most important seemed to be something to do most with their personal concerns for their future life. For Nancy the most important learning took place in career planing; for Victor it was interpersonal relationships; issues regarding how to get ready for human sexuality, self-management, and independent living were important to Eliot; For Amanda finding out how to budget was important; Tony felt that finding information about career in which he was interested was most important. Kaliyana stated that learning the things that she needs to know to live on her own was very important; seeing the job that he would like to have from a different perspective was important to Larry; For Robert, budgeting and relationship maintenance; and for Typo marriage and health were important. As Gallagher (1992) noted, the meanings that they made were "conditioned by practical interests, and within the constraints of human finitude" (p. 45).

Learning in Interchange

A student participant, Tony, thought that having more discussion and sharing ideas of their future plans in class would assist students in learning different ideas for their futures. When I brought this idea to the other students, all of them agreed that it was important to have more discussion. They thought that they could learn from discussion and diverse ideas. Further, I asked the students if they had had an opportunity to talk about managing crises. Some of them remembered a discussion, but some of them said that they had not talked about them in class. Even the students who said that they had discussed them in class wanted to spend more time on discussion. They said that they would like to talk about different kinds of crises such as divorce, death, loss of jobs, and taking care of elderly parents and share ideas on how they could manage and cope with them. These were the topics I used in the pilot study as well as including them in my home economics classes in Japan. As I found in the pilot study, the students agreed that they learned through discussion. When I mentioned to Tony what I had heard from other students, he made a critical comment: "You may not remember what you read in the textbook, but, when you discuss, you remember the ideas you share" (2, 23-05-01).

As a learner, Tony knew what was an effective learning/teaching strategy. "Learning takes place in the situation, in the interchange, or between the student and another person, where the other person may be the teacher or another student" (Gallagher, 1992, p. 35). However, Tony suggested and Typo was

concerned that discussion of personal issues should not be required because there are students who would not feel comfortable discussing certain topics.

Between the Familiar and the Foreign

During one of our conversations, Nancy and I discussed the CALM curriculum:

> Nancy: Careers and the world of work is useful. Other units are a kind of reinforcement. I know how to take care of myself, how to remain well, and keep relationships. CALM just emphasizes that.
>
> Akiko: You might have studied the same things before somewhere else, but is CALM a kind of review of something you might have experienced or learned before, but you have not been aware of, such as helping you to think about your life plan?
>
> Nancy: I guess you are right. CALM is teaching us how to plan out our life. (2, 16-05-01)

CALM worked as a reinforcement, according to Nancy. Larry also said, "CALM has defined what I've already had" (2, 28-05-01). These students' comments support what Gallagher (1992) stated: A learner "has his own preconceptions about the subject matter conditioned by his past experience" (p. 78). Further, Gallagher continued, "One task of the teacher is to formalize the already familiar. The child is prepared for this lesson because he has already experienced nonformal, unformulated perceptual addition" (p. 78). The students in the CALM courses were guided to be aware of what they knew in the learning process. However, once they realized that what they were learning was familiar, they found it boring, although they admitted that it is useful, as we saw in Chapter IV. Students are looking for something new as well. They need to be allowed "to reform, reshape, and revise [their] preconceptions so as to come into the subject

matter in an appropriate way" (p. 80). They want to be open to the possibility of recasting, as well as to be familiar with the base of learning. When the subject involves students' personal lives, which is the most familiar topic with which they deal at school, teachers may need to create more openness so that they can guide students to reform the familiar into something new. As Gallagher stated that "a closed and completely reproductive interpretation is as impossible as a completely open and absolutely unconstrained interpretation" (p. 80), we as teachers ought to try to be in the mean distance between the closed, complete familiarity, and the open, complete foreignness. When we have a subject matter that is close to students' familiarity, we may expand the openness in order to have students gain the chance to reshape the familiar, what they already know.

Stories for Teaching

I noticed that along with using various kinds of activities and resources, both Lynne and Alice often shared personal stories with the students, and the students seemed to pay more attention and enjoy listening to their stories:

> Akiko: When you talked with students in class, you sometimes shared personal stories. When you told stories, you talked about how you felt as well as what you did. The stories seemed to attract the students, and they seemed to pay more attention. You also seemed to like to share your own stories. Do you like it?
>
> Lynne: Yes, I do. The funny thing I've noticed over the years of teaching is that students are curious to see what their teachers' personal life is like. Maybe it's more interesting. Maybe they don't think about teachers having a personal life beyond the classroom. I often find that I do share my own stories. When I have students talking among each other and I start to tell a story, I usually see that some of the students who are talking stop because they can see a narration happening. I guess it's the tone of voice. And they listen up to a personal story more than facts. Sometimes I'm surprised and pleased that they want to hear the story. I do find that

> students' attention increases by telling a personal story. Maybe they can relate to what I have to say or to their parents. And they wonder if their parents went through similar experiences. I'm really surprised to find out that many of the experiences I went through are different from the students', but many are the same. For example, young ladies like young men to open the door for them, and they like feeling protected by their boyfriends. Some still think that it's important to stay home with their children and raise them. Young women still want to be respected around their sensitivity and gender differences, even things like who pays for the date, although some are very clear that it should be fifty-fifty. Some think men are paying more for a date while women are sharing in another way. So some of the traditional things are still there. And it's interesting to hear from them, but it's also interesting for me to share things I grew up with. (4, 27-06-01)
>
> Akiko: It actually reminded me of myself doing the same, telling stories. I started to realize that teachers are story tellers in a sense. Are you aware of yourself as a story teller? Do you think teachers are story tellers?
>
> Lynne: In CALM probably more so. Even in a Foods class. I told the students a story about my experience running around every food store and trying to get the best salmon for the class. Having just the facts of what to look for, they would have not found it interesting. It ties in a personal note and supports a kind of relationship between students and teachers when we are coming from the same place. (4, 27-06-01)

Lynne liked to share personal stories. She knew that the students would listen to a personal story more than a traditional school subject matter that is disengaged from students' personal lives. She sometimes told stories intentionally to capture their attention. She also found that they could relate to each other when she told her stories and that the stories supported their relationships.

Alice also liked to tell stories. She said that because of her life experience, she had probably been in the stage where her students were struggling, so she was able to tell stories that were related to the students' experience and show compassion for them:

> Alice: I think stories have such a power. I think that it's really true. I try to have a signal now for a story time because my life experience, which,

> fortunately, they appreciate, has been interesting and I can really relate to that. A lot of compassion. Yes, I do like to tell a story. And I do agree totally that students are interested in them. (4, 15-06-01)

Although Alice said that she was not aware of herself as a storyteller, she was able to sense a time when she liked to tell a story.

The personal stories that both teachers told were guiding the students smoothly through what the teachers were teaching. Gallagher (1992) noted, "To teach means to show something or to communicate with the student in some way" (p. 93). It is a moment of teaching when we show our experience with words or communicate with students by telling stories. As we teach, we are involved in the "construction and reconstruction of personal and social stories; learners, teachers, and researchers are storytellers and characters in their own and others' stories" (Connelly & Clandinin, 1990, p. 2). By telling stories in teaching we are "reliving, reshaping, and realigning past events and experiences in order to give them new meaning in relation to the present" (Sparkes, 1996, p. 484). The new meaning that the students created by listening to the stories is what they learned.

Activity-Oriented Teaching Style

Although there were several differences between Lynne's and Alice's interpretation of the CALM curriculum, they demonstrated a common teaching style that was activity oriented and included a variety of strategies such as discussion, guest speakers, presentations, videos, a computer program, the Internet, a peer program, and job shadowing. I wondered whether the activity-

oriented teaching style was unique to CALM or common practice within other subjects in Canada:

> Akiko: I've seen you give a lecture or instruction first and have the students work on their own for the remainder of the class time. You don't talk all through the class hour. I just remember that I was talking more and less time for students to work on their own. But you are spending more time to have the students work on their own in the booklets, participate in activities, or listen to guest speakers. Is this style common with other subjects, or is it a unique style with CALM?
>
> Lynne: Maybe it's my teaching style; I'm not sure. I find that the students have a hard time sitting still and listening to the teacher. I find the attention span of the students to listen is less than it has been in previous years. It seems like students are so accustomed to have so much activity in their personal lives, like all kinds of different lessons, dancing, computer, kung fu, all kinds of things. I can remember twenty years ago, and there were a limited number of students involved in those kinds of activities. The students in this generation are more activity oriented than we used to be. They have so much more being given to them where their participation is involved with what they do. Sometimes they work on the booklets, but again I would like to reduce working on booklets as opposed to other activities, such as small-group and larger-group discussions. It seems like what we try to do is to share a small amount of information quickly and have them apply and work with it. That seems to be more effective than giving them more information just because of their nature, I think. In Foods Studies, too, I give very little information. The students are hanging onto their table and ready to go to the kitchen. I can barely squeeze in the information they need to do the lab on that day. When we have a theory day, they grumble. They really want a little bit of information and want to learn by experience. It's really difficult to hold them back. In reality, they do need some basic information before they can do activities, whether it's Foods or CALM. I think it's a trend for me as a teacher to have more activities. I think it's a trend for others as well. (4, 27-06-01)

First she mentioned that the teaching style was hers. However, she thought that nowadays students are involved in many activities, and they have shorter attention spans than students did 20 years ago. She implied that the activity-oriented teaching style was a trend and commonly used in other subjects as well.

During our conversations, I raised the same question with Alice. She simply said that it was a common teaching strategy:

> Alice: I would say it's common because every education student learns lesson planning and strategies where you do a set, and you teach the information; then you do practical, hands-on activities. That's the formula that I pretty much use. I might vary it a little bit. Like yesterday, they did the hands-on stuff; I did the lesson. It's very formulated. (4, 15-06-01)

However, she also said that she always tried to be interactive. She tried to choose activities and resources that are realistic and relevant for the students. In addition, she tried to make time to include personal activities:

> Alice: First of all, I try to choose things with a mind to being as realistic for them as possible and relevant to them. I also try to be cutting edge so that we certainly integrate a lot of the Internet into the program. Personal activity like job shadowing, interviewing people, lots of personal reflection. I love to do tests so that they can analyze their current ability, interest, and values. (2, 02-05-01)

Although Alice gave personal activities to the students in her CALM class, she also provided the students with a sense of freedom. On the other hand, she admitted that she liked to define things clearly so that all the students would be on the right page. She recognized that she sounded contradictory; still, she told me that CALM is self-directed, but I was confused with what she meant by self-directed. Is CALM self-directed? Do students direct themselves in CALM? I asked her to elaborate:

> Alice: I do structure it quite a bit because so many of us are teaching CALM. We try to have a common curriculum and lesson outline and finals. So it has to be a lot more structured. I think that self-direction comes more from the self-relevancy of it. With the questions and going through things, students really try to do it. It isn't self-directed curriculum-wise at all, but it is personal. We try to create that personal meaning. (3, 02-05-01)

I understood that Alice meant that she tried to have the students personalize what they learned in CALM by applying it to their lives.

Lynne implied that there was a relationship between CALM class and Foods classes. In both classes she tried to have students incorporate knowledge into action. Alice also mentioned that she was concerned about the application of knowledge to real life. This supports Peterat (1997) who argued about the components of home economics:

> If we accept the view of Vaines (1994) that belief (being), action, and knowledge are all equally important components of home economics, we will no longer envision home economics as a "body of knowledge" or as an entity outside ourselves that we may "take or leave." We will begin to see home economics as a dynamic, living body, a community constituted by those who identify with it in their daily practices. (p. 101)

I did not have time to explore this reflection with Lynne and Alice, but their teaching styles might have developed as a result of their home economics background. Or these components can be shared commonly in CALM and even other subject areas, because Lynne and Alice noted that this style was common with other subjects.

Conversation for Reflecting on Practice

While we were talking about the messages I received from the conversations with the students, Lynne indicated some points that she would have liked to change in the present CALM course at her school:

> Lynne: Actually, I got the same message. I've been getting the same message for a few years. And I've been sharing that at the CALM meetings, and it's happening on a very small scale. But I feel even more so after listening to the students this time around. They were saying less booklets and more discussion. And I believe that, too, because I feel like I

> know my students better if I can have discussions and I learn more about the dynamics of the students in class with each other and in their own families. And it makes it more interesting because you are on a more personal level and even more sharing. So I agree with that. In fact, we are having a meeting tomorrow morning. I'm going to look over the first booklet tonight and make some suggestions to make it shorter to leave more room for discussion. (4, 27-06-01)

Lynne shared her thinking with me. She would have liked to have more discussion time by reducing the number of booklet pages. Our conversation guided her to reinforce the improvement in practice that she had been contemplating. The research gave her an opportunity to reflect on the course and allowed me to reflect on my practice and Japanese education: "The idea of conversation is central to the process of understanding. Conversation is a process of give and take between self and other, but is always oriented to something which requires understanding" (Smits, 1997, p. 289).

Through our conversation, Lynne and I built an understanding of the need to make a change. As well, we shared what she knew from her experience and the data that I collected from the students. This is an important element of the idea of having conversations in the research "as a way of reflecting critically on possibilities for building understanding" (Smits, 1997, p. 290). Gadamer (1988) elaborated the process of conducting a conversation.

> To conduct a conversation means to allow oneself to be conducted by the object to which the partners in the conversation are directed. It requires that one does not try to out-argue the other person, by that one really considers the weight of the other's opinion. (p. 330)

Therefore, when we conduct a conversation, we lead each other to create our understanding.

Second-Level Reflection: How I Changed

Rethinking Life Planning Education

After completing the formal research phase of this study, I returned to my original questions with a different view. In retrospect, I see that my original questions were about what Japanese home economics education needs related to Life Planning and what can be changed to make it more meaningful. Such questions are, in fact, driven by the larger question of the role of the school curriculum and the teacher in helping students to discover and define a meaningful career and life path. This can be an essential emphasis for all secondary education that focuses on educating youth who are in the developmental stage of exploring their futures. However, such educational essence is sometimes easily forgotten in teaching subjects. Life planning as a subject matter also tends to be undervalued in public education. One reason is because it is closely related to the student's private life. As I discussed the background of the problem Japanese home economics education in Chapter I, there is a dominant social norm to value less involvement of the private sector. However, planning for the future always involves the person's private life. I, as a home economics educator, challenge this norm based on Brown's work. When she described the areas of action that home economics education as a part of home economics serves, she included:

> Emancipative action in freeing individuals, the family, and the society from dogmatic beliefs and from social forces which are dominative or exploitative. (Brown, 1980, p. 101)

Brown (1980) also discussed involvement of hermeneutics and encouraged teachers to make an effort "to improve the student's ways of interpreting and acting upon the world" (p. 98). Furthermore, in Japan, if we support the goal of home economics education, "developing human beings," we are supposed to facilitate students' "development of modes of thinking which are hermeneutic in the sense of interpreting" (Brown, 1980, p. 108). Completing this task through education may be impossible because it is an essential difficulty of life. Yet, it is the notion of hermeneutics "as an attempt to stick with the original difficulty of life" (Caputo, 1987, p. 1). In challenging the task, ourselves and our relation to the world would be further revealed. As we share this challenge with not only home economics educators but also other educators, we will gain more understanding of the basic purpose of education.

Prior to reflecting upon my original questions and rethinking the meaning of life planning education, I take some solace in philosophical hermeneutics on the matter of not having definite answers. As Gallagher (1992) stated that "understanding never comes to closure or completeness" (p. 61), I know my answer of the meaning of life planning education will never be finalized because I am a finite human being. As Gallagher (1992) described:

> Absolute knowledge or absolute truth, even if possible for a timeless God, is not possible for a human being. For Gadamer, human understanding involves a constant temporal process of revision; it is always finite, temporal, circular; an incomplete interpretation because of the existential temporal structure of human existence (p. 62)

For example, when I take the next step in my career, my understanding may change. I will be moving to a new phase as a university teacher educator in

Japan. Although I do not forget that "it is the mode of being of understanding itself which is here revealed as temporality" (Gadamer, 1988, p. 109), I would like to note my understanding of life planning education at this moment when I put an end to this research. This note is preparation for my future; a base I will step on to locate myself to a new phase in Japan.

Life planning is a constant issue in our lives. It is something that we are anxious about as human beings. We always wonder what to do next throughout our lives. Yet, we always make decisions depending on our practical interests to proceed with our lives. Gallagher (1992) wrote:

> The concept of "practical interests," common to both hermeneutical and educational theory, may serve to indicate, in a partial way, the nature of interpretational experience. Our everyday life is guided by any number of practical interests. We set practical goals, long-term and short-term, and we are motivated by needs of various kinds. We may even structure our activities by a priority list of concerns. Whether these interests are kept consciously in mind or operate unconsciously, they tend to determine, in some measure, the way we understand the surrounding world. (p. 43)

Our practical interests determine our understanding of the world. However, our practical interests may not always guide our life toward improvement. When we make a plan by assessing choices, it helps us to make better decisions. By having more choices, we can compare them one another and our interests may change. Further, we may have more opportunities to make appropriate changes. The students, who participated in the research, acknowledged that they wanted more time in class to share their future plans; we are curious to learn of other's life plans. In sharing we have an opportunity to learn different life plans, compare them to personal plans and improve personal plans. A person seeks "a constant

projection or transcendence toward its possibility which it is not yet" (Gallagher, 1992, p. 43). Gallagher (1992) further described:

> As a human being I plan, proceed, pursue goals, dream, anticipate consequences, expect results, and so forth only because, as human, I am essentially orientated toward that which I am not yet. Existential understanding, always oriented toward the future, is a projection of meaning, the projection of my own possibilities, and a projection of my own self into the world, on the basis of what I have been. (p. 43)

Our understanding is a projection of our own possibility. That is, when we understand other's life plans, they become choices we may want to consider. Our understanding can present more possibilities. Therefore, in life planning education it is important for students to share their thoughts about their future plans and understand other's points of view of life planning.

In Japan, we offer limited learning opportunities for students in Life Planning. Japanese life planning education under the home economics curriculum may continue to remain limited if it continues to focus exclusively on the family. I remember a crucial comment made by one student. When we started the Child care unit, she said, "Why do we start with marriage? We need to fall in love and build a relationship before getting married. Getting to know each other comes first. It is a more important issue for us before having a married life." The student's comment clarified the explicit gap between the curriculum and the student's needs. The curriculum lacked what the student wanted to pursue. The students were not given learning opportunities to explore choices before marriage. This is one example of the limitation of Life Planning in Japanese home economics. Therefore, Life Planning has an implicit necessity to be questioned about a change in the curriculum.

On the other hand, we may not want to forget that family is included in life planning. I noticed that some students, who participated in this research, had vague personal life plans. When they talked to me about their career plans, their present family and future family were not included. At this time, these topics may not be urgent needs in their life. However, struggling between career and family generally becomes an issue for some people. Thus, we cannot conclude that we do not need to offer such education for high school students. Some students mentioned that CALM was helping them to plan their lives. They acknowledged that CALM had assisted them to make both their personal life plans and career plans. A balance of both foci is needed: personal life planning and career planning.

Then, what can we do to make the existing education in Alberta and Japan more meaningful? This is discussed in Chapter VI.

Career and Life Management Instead of Career and Life Planning?

Although my purpose was to investigate the meaning of career and life planning education and conduct the research in the career and life management course, I became confused about the two terms. I thought that I was searching for career and life planning education within CALM, but as I reflect, I may have been investigating career and life management education. Why did I ask the students and teachers if they had discussed crises that might have happened in their lives? Does considering crises mean preparing yourself for managing your life if something unexpected happens? Was I looking for the meaning of career and life management? Career and life management may be the topic that I felt

was lacking in LP in Japan. However, I also asked the participants if CALM was helpful for future career and life planning since career and life planning can be included in career and life management. A plan is a plan, but a person's life may not proceed as s/he plans, and students need both career and life planning, and management. As long as the importance of both is addressed in the curriculum, my interest does not reside in which word is more appropriate. What I prefer to note here is that through the hermeneutic conversations and putting them into text, I have distanced myself from the actual event. Such interpreting process guided me to realize what I was thinking. Gallagher (1992) noted, "All interpretation occurs at a distance, and because of that, all interpretation is productive. This seems evident, at least for a hermeneutics which takes the text as its paradigm" (p. 133).

The distance made by my writing allowed for new interpretations to emerge. Yet what emerged may not be absolutely new; it may be a realization of myself. When I wrote my interpretation, I distanced my thought and discovered what I was actually searching. If I borrow from Gallagher's (1992) words, I as the interpreter transcended myself, opened myself up, and allowed the object of interpretation to have a say.

Questioning

I started this research with questions. I questioned the Japanese empirical paradigm of teaching and research in home economics education, especially life planning education under home economics education. One of my attempts to change them was to have a debate-like discussion on family and career issues in

class. I made revisions several times with the cycled "plan, do, see" approach by questioning how to make the curriculum better to meet my students' needs. I questioned if students need career planning in life planning. Then, I found the CALM course in Alberta, and I questioned the meanings of career and life planning education through students' and teachers' experiences in CALM, which initially I believed included career and life planning. I asked the participants and critical friends questions in order to find meanings that they expressed. Gadamer (1988) noted:

> To conduct a conversation requires first of all that the partners to it do not talk at cross purposes. Hence its necessary structure is that of question and answer. (p. 330)

I have continually questioned myself throughout the research, and at this time, close to the end of this study, I still have questions. What I know for certain is that my questions have been changing and developing. When I try to respond to the questions, I create another question. Gallagher (1992) said, "The more we learn, the more we are aware of how much we do not know, and of how much our current conceptions change as we learn more" (p. 78). As I undertook the research, I gained more experience. As I gained more experience, I came up with more questions. As Gadamer (1988) noted, "we cannot have experiences without asking questions" (p. 325). It is never ending. However, in other words, questioning leads to openness. "To ask a question means to bring into the open" (Gadamer, 1988, p. 326). With the hermeneutic approach, "understanding never comes to closure or completeness" (Gallagher, 1992, p. 61). Questions create new understanding and more questions, and my understanding will never be

completed; I will continue to question. I recognize that questioning is a way to think. Gallagher (1992) addressed this issue: "If we begin to think for ourselves only through questioning, then questioning itself is the most responsible form of thinking" (p. 157). I use questions to think; my questions include my perception. Questioning leads me to make a new step forward. "A question expresses a preconception in calling for a particular kind of answer" (p. 147). I have proceeded, and I have seen myself change as I have developed throughout this study. I have gained new understanding to share with my readers; that is, my reflections about my research and insights into my personal changes. However, I am still on the way of investigating the meanings of career and life planning education.

> That it seems to me is where hermeneutics leads us: not to a conclusion which gives comfort but to a thunderstorm, not to a closure but to a disclosure, an openness toward what cannot be encompassed, where we lose our breath and are stopped in our tracks, at least momentarily, for it always belongs to our condition to remain on the way. (Caputo, 1987, p. 214)

CHAPTER VI

REFLECTING ON THE STUDY AND MAKING A RECIPE FOR THE FUTURE

At this time, at the end of making this stew, I would like to reflect on what I did and what I know in order to discover what I can learn in preparation for making a recipe for a future stew to ensure continual growth and understanding. Therefore, I may need to change the recipe including the ingredients and procedure in collaboration with my co-researchers.

Through this study I have investigated the meanings of career and life planning education by conducting research into the meanings given by teachers and students in CALM, which I believe includes the concept of career and life planning. The second research question of this study was to arrive at how Alberta CALM and Japanese LP could be improved to meet students' needs and offer more appropriate opportunities for exploring their future career and life plans, by understanding career and life planning education. I have tried to collect parts to see the whole of career and life planning education. However, I will never endeavor to "really grasp the entire whole of which anything is a part" (Wachterhauser, 1986, p. 12). Although hermeneutics does not "assure any end-point in our act of interpretation and understanding" (Kanu, 1993, p. 52), I believe that it enabled me to see what is problematic in my pre-understanding, to open up more questions, and to explore new understandings. As this is a hermeneutical inquiry, "concern is with arriving at understanding through the disclosure of meanings" (p. 80).

In this chapter I describe three items for consideration. First of all, I try to seek possible directions of change for Alberta CALM and Japanese LP based on what I found through this research. Second, I discuss possible challenges that may occur if I implement what I have learned in Japan without including the sociocultural differences between Canada and Japan. And last, I describe what possibility we have in recognizing challenges that we may face.

Possible Directions for Alberta CALM and Japanese LP

Ambitiously, I would like to suggest that everything I found through this study is implying possible directions to make changes in CALM in Alberta and life planning in Japan. In Chapter I, with the reflective narrative of my struggle in the quantitative paradigm, I shared problems I recognized in my teaching and researching practice, which offered a possibility to start to change. The following discussion of the background of the problems gives insights into deconstruction of the problems with poststructural, feminist, and postcolonial perspectives in order to move out from the contradictions against the objective of home economics, which is developing human beings. This contributed to my taking a new step. Based on the past, I took the direction to face the challenge by stating the purpose of the study.

Chapter II outlines some related information and previous research. This description provided clear pictures of each of the dimensions involved in this study. It served to assure me that there was a possibility to make a change.

I described how I planned to conduct this study in Chapter III. This was also challenging the empirical paradigm with which I had been struggling. It

provided a path for Japanese home economics research and a research project in CALM to investigate and document changes to expand the possibility of discovering new findings.

Chapter IV introduced the meanings that the students and teachers who had participated in this research gave their experiences in CALM. I talked about the curriculum themes, curriculum structure, activities and resources used in class, and posters on the walls as an environmental factor in the classroom. Educators in both Alberta and Japan can recognize that each participant articulated a personal meaning to his/her experience about the existing curriculum themes and structure, as well as that various kinds of activities, resources, and posters have encouraged the students to participate more actively in career and life planning.

In addition, we can learn from the students' and teachers' responses to the question, "Given these meanings, to what extent does CALM help or hinder students' career and life planning?" They shared their understandings about the helpfulness and hindrance of CALM in terms of career and life planning. These categories assured the effectiveness of the Alberta CALM as well as implied applicable aspects in changing the Japanese LP. For example, the students admitted that CALM was helpful. Therefore, Japanese educators can learn that CALM was providing students with opportunities to investigate job options and plan their careers and that CALM was helpful for their future life although they thought that it was sometimes boring. CALM served as a hindrance as well. Alberta teachers and Japanese teachers can see a need to develop opportunities

to explore more of the students' personal life plans, to share their ideas of their future plans, and to discuss life-crisis management. Furthermore, by including the teachers' perspectives, the identical aspect of the helpfulness of CALM is confirmed. Teachers can seek to give students increased time for managing a variety of activities and providing opportunities to be more open minded. Japanese teachers can learn that we may need to confront political constraints when we make such a change. While wondering whether CALM should be student focused and/or curriculum focused, we can maintain that teachers always have to live somewhere between them as long as they are teaching in public education.

As well, the students' and teachers' responses to the question, "How is it possible to enhance career and life planning in a school curriculum?" gave a direct insight into a change we can make. Both the students and teachers admitted the importance of having a course for career and life planning and making it mandatory. Students made interesting suggestions, such as making the class enrollment smaller, exploring diverse choices, and giving students opportunities to express their needs. The teachers also shared their decisions to make a change. Lynne decided to try to reorganize the course and reduce the time allocated to the workbooks in order to have more time for discussion. Alice was planning to offer an optional course at a higher grade level to expand this course.

My personal reflections give applicable points that educators may consider for a change.

1. As each of the student participants gave multiple meanings, we may want to encourage individual students to create their own meanings. However, we tend to give only one answer or one example to students, especially in Japan.

2. We may want to remember that both students and teachers are interpreters and learners, although as teachers in Japan, we sometimes try to be masters who know everything. Teachers learn whenever a new curriculum is implemented and new students register in class. Teachers interpret the curriculum, textbooks, materials, and resources when they teach with consideration of their own students. We can never master everything. Teachers need to live somewhere in the middle of their understanding of the curriculum of the subject and their understanding of the students' concerns.

3. We may keep in mind that the biggest concern in career and life planning education is that students' learning should be apparent and applicable to life, unlike information that teachers give to memorize. The student participants found that their personal concerns for their future life were most important to them. Students remembered what was important without being forced to memorize the information.

4. The desire for more discussion, which emerged from the conversations with students, assures us that we may want to focus our vision of teaching more on interaction between teachers and students and among students. That is, Alberta may want to move from individualism to collectivism by creating opportunities to form a more explicit community. Japan may want to keep the community orientation and to enhance it by encouraging more expressive ideas.

5. We may always want to offer something between the familiar and the foreign to students in order to create learning. We sometimes hear from students in Japan that home economics is boring except cooking, as was reiterated by the participating students in CALM. Teachers may want to slightly increase foreign aspects.

6. We may want to realize that teachers and students are story tellers because by telling stories and listening to the stories, we teach and we learn. We make new meanings with stories from our past experiences.

7. We may want to keep our attribute of being home economists as well as being teachers in teaching career and life planning. Particularly, when we say the goal of Japanese home economics education has changed from preparing items to developing human beings, we may not want to discard the hands-on activity oriented teaching.

8. We may want to remember that having conversations can create understanding. Teachers usually have conversations with their colleagues, but I as a researcher and a person outside the school have been able to provide them with an opportunity to reflect critically on the possibilities for building increased common understanding of their practice.

9. We may want to rethink the meaning of the meaning of career and life planning in the existing education.

10. For Japanese LP, we may want to decide whether Japanese students need life planning education or life management education. As I wondered, we may want to develop life planning education into career and life management

education instead of career and life planning. Alberta educators may also want to reassure the relationship between career and life management and career and life planning and enhance all aspects in order to meet their students' need.

Lastly, we may want to keep questioning for improvement.

Although I kept my viewpoint of what we can do in Japan through the entire study, I believe this study includes some considerations that Alberta educators may want to review because I compared Japanese LP to Alberta CALM and conducted the research within the CALM course. Specifically, Chapters IV and V may give Alberta educators ideas to reflect upon their practice and may give insights into what CALM means. They may find similarities and differences in the participants of the research. I hope that this study can provide an issue to be addressed at a discussion table of Alberta educators.

Possible Challenges That May Arise

Following a review of the study presented, there are possible directions to take for change. However, when I take what I learned to Japan, I have to consider the social and cultural differences between West and East. Otherwise, I may just make contradictions, which I have recognized between the goal of Japanese home economics education and common teaching strategies, and also in contradiction with our mainstream research methods. If I could just transplant what I found here in Alberta to Japan as it is, it would be easy. Yet, it can create conflicts as well as contradictions. There have been many examples of adaptation of Western education to Eastern countries, especially in English language education. Yin (2001) summarized conflicts associated with the

implementation of a communicative language teaching approach that started in Europe during the 1970s. It was created in the West. Yin categorized the conflicts that other researchers experienced into six groups: conflicts with teachers, conflicts with students, conflicts with schools, conflicts with educational system, conflicts with materials, and conflicts with pedagogical beliefs (p. 19). In home economics education all of the problems may not apply because these conflicts appeared in language education. However, learning from Yin's categorization, I can still predict the following challenges that I may face in Japanese home economics education if I directly implement in Japan what I found in Alberta (Table 4).

I have identified another category: challenges with community. I have seen the involvement of the community in CALM and the appreciation of this involvement from the students, but the community may not always be cooperative or may take advantage as a marketing target, ignoring the educational purpose.

Because there is no research that has investigated implementing CALM into Eastern countries, these are possible challenges. I may face more challenges, or fewer. However, there are challenges waiting in making a change.

Table 4

Possible Challenges in Transporting the Alberta Findings to Japan

Focus of Challenges	Possible challenges
Challenges with teachers	Desire to maintain the existing teaching strategy
	Lack of knowledge to expand contents of LP
	Lack of time for developing materials and communicating with each students
	Lack of training
Challenges with students	Resistance to participation in unfamiliar activities; e.g., job shadow, guest speakers, discussion
	No understanding of helpfulness of career and life planning education
Challenges with schools	Lack of support from colleagues and principal
	Lack of resources to support career and life planning education
	Lack of appropriate evaluation
	Large class size
	Lack of time to allot to career and life planning education
Challenges with educational system	Entrance examinations for postsecondary institutions
	Course of study developed by the ministry of education
	Lack of training in teacher education
Challenges with materials	Lack of materials; e.g., t extbooks, workbooks, resource books
Challenges with pedagogical beliefs	Memorization
	Repetition
	Following instructions
Challenges with community	Lack of support from parents and potential guest speakers in society
	Marketing target

There is a general notion that the west is individualized and expressive while the east is community-oriented and collective. I think that although there are challenges because of the differences between the West and the East, we are facing a stage where the West and the East reflect upon what happened in

the past and encounter each other as Clarke (1977) discussed. The West and the East can learn each other to enhance each other and live together. I will share the findings of this study with Japanese educators and researchers. Instead of just admiring and transporting them into Japan, I will reexamine them with the Japanese colleagues to identify what we can learn from CALM and what we should keep. I will try to create a new understanding that stands between the West and the East.

A Prospect Towards a Change

Despite the possible challenges I predicted above, I still have hope and ambition to make a change in order to fulfill Japanese students' need to explore their future careers and lives. It is going to take a long time to make this stew. However, as I noted in my second reflection in Chapter V, questioning is a way to change. I will keep questioning to step forward and challenge the possible challenges that I may face. My questioning will never end. Yet, I have found a direction to pursue. The next step that I can take is to develop a plan and to put it into action in collaboration with students, teachers and researchers in Japan. I will work communicatively with other people. Brown (1980) stated in conceptualization of home economics education that home economics education ought to seek "to change person, not by professionals who act as the change agent, but by communication (which, by definition, is two-way)" (p. 101). I will invite people into a circle of communication to make a change instead of leading people to a change. I will negotiate in our tradition since human beings are forever set within particular traditions, but they are not passive. Fay (1987)

argued, "They affirm some of their inherited traditions and they reject other parts of it; they cultivate and they transmute; they embrace, they recombine in novel ways they create" (p. 164). By living with the tradition and challenging the tradition, we as educators and home economists can become models in "developing human beings." We are "responsible to a large extent for the way we appropriate our past as we project ourselves toward our future" (Wachterhauser, 1986, p. 9).

This will be a never-ending, spiraling cycle of revising the recipe for the stew. I will keep cycling in collaboration with co-workers, testers, advisers, and guests.

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APPENDIX A

GUIDING PRINCIPLES FOR SECONDARY EDUCATION IN ALBERTA

Guiding Principles for Secondary Education in Alberta
(Stated in *Secondary Education in Alberta: Policy Statement* By Alberta Education, 1985, pp. 7-9)

PRINCIPLE #1
The secondary school, in cooperation with other agencies in society, must assist each student to become a competent, confident and responsible individual. However, the secondary school must assume primary responsibility for the intellectual development of each student and for fostering the desire for lifelong, self-directed learning.

PRINCIPLE #2
The development and implementation of the instructional program must take into account the following considerations:

- the nature and needs of the learner
- the nature and needs of a changing society
- the nature of knowledge in each subject area
- the learning environment

PRINCIPLE #3
Secondary schools must prepare students for responsible citizenship in a society which is changing constantly. The best preparation for students to enable them to anticipate and shape the future is a broad general education with emphasis on critical and creative thinking, communication, personal development, science and technology, and an understanding of the community.

PRINCIPLE #4
Secondary schools must assist students to recognize principles and develop personal values that enhance responsible moral and ethical behaviour.

PRINCIPLE #5
Opportunities must be provided to involve the community in secondary education programs and to recognize and support learning experiences which take place outside of schools.

PRINCIPLE #6
The secondary education system must use technology to enhance learning and to facilitate access to equitable educational opportunities for all students, regardless of ability, circumstance or location.

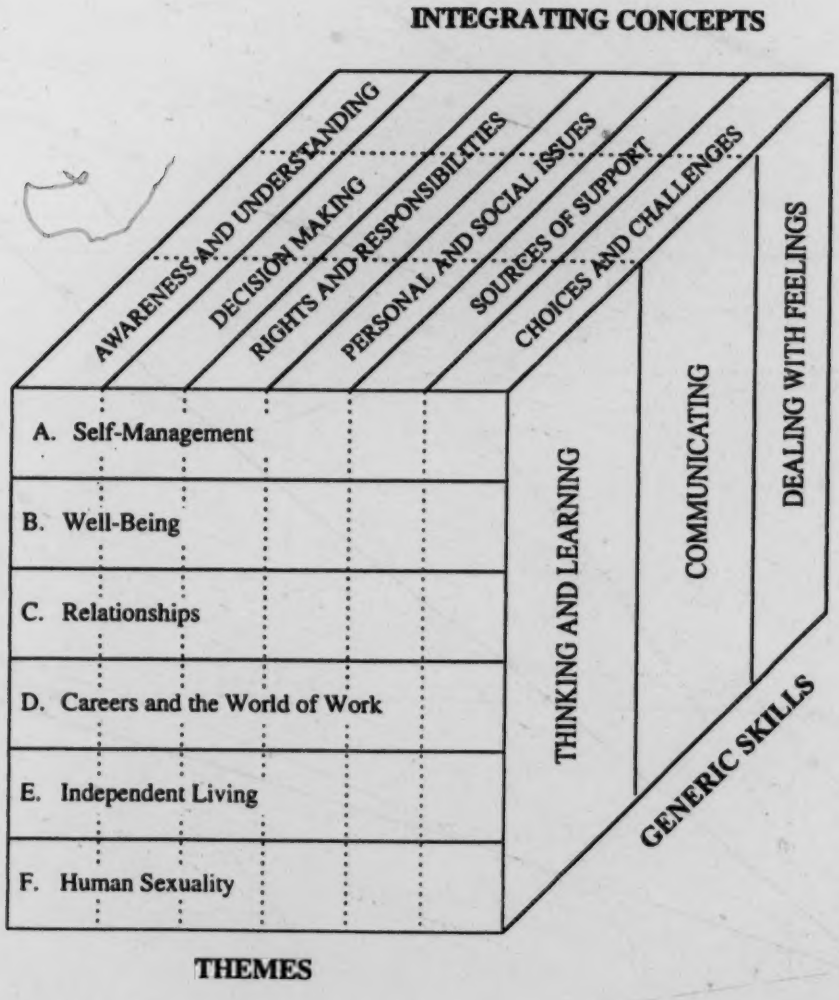
PRINCIPLE #7
Secondary education programs must recognize and must be adapted to meet the wide range of needs and abilities of students.

PRINCIPLE #8
The purpose, goals, content, and delivery of secondary education must be reviewed on a regular basis to ensure that innovation and excellence are fostered, and that the changing needs of students and society are met.

APPENDIX B

INTEGRATION OF THEMES, CONCEPT AND GENERIC SKILLS IN CALM

INTEGRATION OF THEMES, CONCEPTS AND GENERIC SKILLS



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APPENDIX C

GUIDING QUESTIONS FOR CONVERSATIONS WITH STUDENTS AND TEACHERS IN CALM

Guiding Questions for Conversations With Students

1. What is your present orientation towards planning your future career and life? What do you think about your future?
2. Is CALM helpful for planning your future career and life? If yes, what activities and resources do you think helpful? If no, what activities and resources would you think helpful?
3. How are you experiencing CALM? How meaningful/meaningless, useful/useless, valuable/invaluable, and interesting/boring is the CALM class?
4. What do you think about six different themes in CALM in terms of planning future career and life? Is it helpful to have all of the six? Which theme among the six do you think is more important? Or are all of them important?
5. What issues and challenges do you find in CALM?
6. What improvement would you suggest? Grade, allotted time, themes, required or elective, teacher's characteristics, etc.
7. What did you learn in CALM so far? What do you expect as outcomes? What knowledge, skills, and attributes did you gain through CALM? What is your learning strategy? How do you want to have your work evaluated?
8. What is CALM to you?

Guiding Questions for Conversations With Teachers:

1. Do you think that CALM is helpful for planning students' future career and life? If yes, what activities and resources do you think helpful? If no, what activities and resources would you think helpful?
2. How are you experiencing CALM? How meaningful/meaningless, useful/useless, valuable/invaluable, and interesting/boring is the CALM class?
3. What do you think about six different themes in CALM in terms of planning future career and life? Is it helpful to have all of the six? Which theme among the six do you think is more important? Or are all of them important?
4. What issues and challenges do you find in CALM?
5. What improvement would you suggest? Grade, allotted time, themes, required or elective, teacher's characteristics, etc.
6. What do you try to do as a CALM teacher? What is your teaching strategy? What do you expect as outcomes? How do you evaluate students' work?
7. What is CALM to you?

APPENDIX D

LETTERS TO PARTICIPANTS

February 1, 2001

Career and Life Planning Education: Investigating the Meanings

Teacher Information Sheet

Dear Teachers,

The study is an opportunity to share the experiences you have had in CALM class. In Japan, we do not have a course like CALM. Therefore, I would like to know what experiences you have while you are teaching the CALM course. This study is going to be conducted by collecting course materials, observing classes and having conversations.

I'd like you to learn about the study and have your consent in order for you to participate. Please read the following and complete the attached consent form.

a) Purpose of the research
The purpose of the research is to investigate the meanings of career and life planning education by understanding CALM as a course related to career and life planning education.

b) Benefits envisaged
Following my review of the literature, I learned that there is no research based on an interpretive inquiry of Alberta students' and teachers' experience of the meanings of career and life planning. My research will provide an interpretive understanding of how students and teachers experience CALM. It will illuminate possibilities for enhancing the quality of career and life planning education.

c) Possible inconvenience
You may need to use your spare time during lunchtime or after class to have conversations with me.

d) Tasks to be performed
I will observe nine CALM classes in total: three classes in February, another three classes in March, and another three classes in May. I will try not to disturb your teaching. You do not need to do anything special, and can teach as usual.
Timeline: February to May 2001.

I will have conversations with you at least three times and perhaps four: once in February, once in March or April, and again once or twice in May. I would like you to share your experiences with CALM with me as accurately and honestly as possible.
Timeline: February to May 2001.

e) Rights of the participants
You can withdraw from this research at any time without penalty. The results of this project will be used only in a research thesis, presentations and written articles for other educators. In the said usage, any information gathered will be treated confidentially and discussed only with my supervisor Dr. Maryanne Doherty who is in the Department of Secondary Education at the University of Alberta. For any information collected from you, a pseudonym will be used in place of your name. However, if you do not feel comfortable

about having your information used, even through a pseudonym, you can state that the particular information collected from you cannot be used. The information is being collected in accordance with the Freedom of Information and Protection of Privacy Act and will not be used for any other purposes.

f) Risks involved

There is no chance of physical harm to you. If you find that you do not want to answer some questions, you may opt out of answering them.

g) Contact people

Akiko Ueno, M.Ed., Ph.D. Candidate
Department of Secondary Education
University of Alberta
Phone: 430-3632
Email: akikoueno@powersurfr.com

Dr. Maryanne Doherty, Associate Dean
Faculty of Education
University of Alberta
Phone: 492-2218
Email: mdoherty@ualberta.ca

Please read this Information Sheet and complete the Research Consent Form for Teachers. Please hand in the completed form Consent Form to me so that I know you understand and agree to participate in this research.

I am planning to complete the final report in September, 2001. If you have questions about the project, please contact me or my supervisor.

Akiko Ueno

February 1, 2001

Career and Life Planning Education: Investigating the Meanings

Student Information Sheet

Dear Student,

The study is an opportunity to share the experiences you have had in CALM class. In Japan, we do not have a course like CALM. Therefore, I would like to know what experiences you have while you are in the CALM course. This study is conducted by collecting course materials, observing classes and having conversations with you.

I'd like you and your parents/guardians to learn about the study and have your consent and theirs in order for you to participate in the study. Please read the following page and complete the attached consent form. I would appreciate it if you could take the letter to your parents/guardians and bring it back to your teacher for me.

a) Purpose of the research
The purpose of the research is to investigate the meanings of career and life planning education by understanding CALM as a course related to career and life planning education.

b) Benefits envisaged
Following my review of the literature, I learned that there is no research based on an interpretive inquiry of Alberta students' and teachers' experience of the meanings of career and life planning. My research will provide an interpretive understanding of how students and teachers experience CALM. It will illuminate possibilities for enhancing the quality of career and life planning education.

c) Possible inconvenience
You may need to use your spare time during lunchtime or after class to have conversations with me.

d) Tasks to be performed
I will observe nine classes in total: three classes in February, another three classes in March, and another three classes in May. I will try not to disturb your learning. You do not need to do anything special, and can learn as usual.
Timeline: February to May 2001.

I will have conversations with you at least three times and perhaps four: once in February, once in March or April, and another once or twice in May. I would like you to share your experiences with CALM with me as accurately and honestly as possible.
Timeline: February to May 2001.

e) Rights of the participants
You can withdraw from this research at any time without penalty. The results of this project will be used only in a research thesis, presentations and written articles for other educators. In the said usage, any information gathered will be treated confidentially and discussed only with my supervisor Dr. Maryanne Doherty in the Department of Secondary Education at the University of Alberta. For any information collected from you,

a pseudonym will be used in place of your name. However, if you do not feel comfortable about having your information used, even through a pseudonym, you let me know that the particular information collected from you can not be used. The information is being collected in accordance with the Freedom of Information and Protection of Privacy Act and will not be used for any other purposes.

f) Risks involved

There is no chance for physical harm to you. If you find that you do not want to answer some questions, you may opt out of answering them.

g) Contact people

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Department of Secondary Education
University of Alberta
Phone: 430-3632
Email: akikoueno@powersurfr.com

Dr. Maryanne Doherty, Associate Dean
Faculty of Education
University of Alberta
Phone: 492-2218
Email: mdoherty@ualberta.ca

I need you to read this Student Information Sheet and complete the Research Consent Form for Students. Please hand in the completed form to me so that I know you understand and agree to participate in this research.

I would also appreciate it if you would ask your parent or guardian to review the information sheet and to complete the Research Form for Parents/Guardians. Then, please give it back to your teacher to give to me to let me know that they understand and agree to give you permission to participate in this research.

I am planning to complete the final report in September 2001. If you have questions about the project, please contact me or my supervisor.

Akiko Ueno

February 1, 2001

Career and Life Planning Education: Investigating the Meanings

Parent/Guardian Information Sheet

Dear Parents/Guardians,

The study is an opportunity for your child to share the experiences he/she has had in CALM class. In Japan, we do not have a course like CALM. Therefore, I would like to know what experiences Canadian students have while they are in the CALM course. This study is going to be conducted by collecting course materials, observing classes and having conversations.

I need to receive the students' parents'/guardians' consent in order for students to participate in the study. Please read the following information sheet, complete the attached consent form and send the form back to the school with your child in the self addressed envelope. If I am not at the school, the envelope can be given to the CALM teacher.

a) Purpose of the research
The purpose of the research is to investigate the meanings of career and life planning education by understanding CALM as a course related to career and life planning education.

b) Benefits envisaged
Following my review of the literature, I learned that there is no research based on an interpretive inquiry of Alberta students' and teachers' experience of the meanings of career and life planning. My research will provide an interpretive understanding of how students and teachers experience CALM. It will illuminate possibilities for enhancing the quality of career and life planning education.

c) Possible inconvenience
Your child may need to use his/her spare time during lunchtime or after class to have conversations with me.

d) Tasks to be performed
I will observe nine classes in total: three classes in February, another three classes in March, and another three classes in May. I will try not to disturb your child's learning. He/she will not need to do anything special, and can learn as usual.
Timeline: February to May 2001.

I will have conversations with your child at least three times and perhaps four: once in February, once in March or April, and another once or twice in May. I would like him/her to share his/her experiences in CALM with me as accurate and honest as possible.
Timeline: February to May 2001.

e) Rights of the participants
Your child can withdraw from this research at any time without penalty. The results of this project will be used only in a research thesis, presentations and written articles for other educators. In the said usage, any information gathered will be treated confidentially and

discussed only with my supervisor Dr. Maryanne Doherty in the Department of Secondary Education at the University of Alberta. For any information collected from your child, a pseudonym will be used in place of your child's name. However, if you and/or your child do/does not feel comfortable about having his/her information used, even through a pseudonym, you and/or your child can state that the particular information collected should not be used. This information is being collected in accordance with the Freedom of Information and Protection of Privacy Act and will not be used for any other purposes.

f) Risks involved

There is no chance for physical harm to your child. If your child find that he/she does not want to answer some questions, he/she may opt out of answering them.

g) Contact people

Akiko Ueno, M.Ed., Ph.D. Candidate
Department of Secondary Education
University of Alberta
Phone: 430-3632
Email: akikoueno@powersurfr.com

Dr. Maryanne Doherty, Associate Dean
Faculty of Education
University of Alberta
Phone: 492-2218
Email: mdoherty@ualberta.ca

I would appreciate it if you complete the consent form and send it back to me with your child to let me know that you understand and agree to have your child participate in this research. I am planning to complete the final report in September, 2001. If you have questions about the project, please contact me or my supervisor.

Akiko Ueno

APPENDIX E

CONSENT FORMS

Career and Life Planning Education: Investigating the Meanings

Research Consent Form for Teachers

I,_____, hereby consent to be

-observed
-interviewed
-tape recorded

I understand that:

-all information gathered by Akiko Ueno will be treated confidentially and discussed only her supervisor, Dr. Maryanne Doherty.
-I will not be identifiable in any documents resulting from this research.
-I may ask the researcher not to use my information even through a pseudonym in the final report or subsequent publications.
-I may withdraw from the research at any time without penalty.

I also understand that the results of this research are being collected in accordance with the Freedom of Information and Protection of Privacy Act and will be used for only those purposes identified below:

-research thesis
-presentations and written articles for other educators

_____
Signature

_____
Date signed

For further information concerning the completion of the form, please contact,

Akiko Ueno, M.Ed.
Ph.D. Candidate
Department of Secondary Education
University of Alberta
Phone: 430-3632
Email: akikoueno@powersurfr.com

Dr. Maryanne Doherty, Associate Dean
Faculty of Education
University of Alberta
Phone: 492-2218
Email: mdoherty@ualberta.ca

Career and Life Planning Education: Investigating the Meanings

Research Consent Form for Students

I,_____, hereby consent to be

-observed
-interviewed
-tape recorded

I understand that:

-all information gathered by Akiko Ueno will be treated confidentially and discussed only her supervisor, Dr. Maryanne Doherty.
-I will not be identifiable in any documents resulting from this research.
-I may ask the researcher not to use my information even through a pseudonym in the final report or subsequent publications.
-I may withdraw from the research at any time without penalty.

I also understand that the results of this research are being collected in accordance with the Freedom of Information and Protection of Privacy Act and will be used for only those purposes identified below.

-research thesis
-presentations and written articles for other educators

_____
Signature:

_____
Date signed

For further information concerning the completion of the form, please contact,

Akiko Ueno, M.Ed.
Ph.D. Candidate
Department of Secondary Education
University of Alberta
Phone: 430-3632
Email: akikoueno@powersurfr.com

Dr. Maryanne Doherty, Associate Dean
Faculty of Education
University of Alberta
Phone: 492-2218
Email: mdoherty@ualberta.ca

Career and Life Planning Education: Investigating the Meanings

Research Consent Form for Parents/Legal Guardians

I,_____, hereby consent
(print name of parent/legal guardian or independent student)

for _____to be
(print name of student)

-observed
-interviewed
-tape recorded

I understand that:
-all information gathered by Akiko Ueno will be treated confidentially and discussed only her supervisor, Dr. Maryanne Doherty.
-my child will not be identifiable in any documents resulting from this research.
-my child and I may ask the researcher not to use my child's information even though a pseudonym in the final report or subsequent publications.
-my child may withdraw from the research at any time without penalty.

I also understand that the results of this research are being collected in accordance with the Freedom of Information and Protection of Privacy Act and will be used for only those purposes identified below:
-research thesis
-presentations and written articles for other educators

_____
Signature of parent/legal guardian

_____
Date signed

For further information, please contact,
Akiko Ueno, M.Ed.
Ph.D. student
Department of Secondary Education
University of Alberta
Phone: 430-3632
Email: akikoueno@powersurfr.com

Dr. Maryanne Doherty, Associate Dean
Faculty of Education
University of Alberta
Phone: 492-2218
Email: mdoherty@ualberta.ca